

"A woman with a voice is by definition a strong woman. But the search to find that voice can be remarkably difficult. It's complicated by the fact that in most nations women receive substantially less education than men."
(Melinda Gates)

Introduction

The feminine voice is no longer hesitant or apologetic. Women are an integral and active part of society, culture, the political and academic discourse, the religious world, business as well as in many other domains. There has certainly been a significant change. However, when we examine the situation we reveal a problematic picture: women in the western world and certainly in developing countries and third world countries have to go a long way before realizing their ambitions. Women are still far from positions of power, and their influence is yet far from being ideal in terms of their ratio in the population. Women's wages are relatively low, and they still suffer in a man dominated society. Although women have proven they can integrate into all domains of society and we have witnessed businesswomen, women heads of states, astronauts, and scientists, the way to gender equality and an equal woman status.

Since the 1980s, we have witnessed more women in management positions in the different domains. The situation, however, still has to be improved. Yizraeli (1997) reviewed studies that had been conducted in 21 states, revealing that changing social patterns in each state have led to an improvement in women's status, though all studies present similar stories about male domination of politics and economics. Men also dominate most management positions, and women still have to cope with barriers such as stereotypes and discrimination.

Although there are many women managers, there are still differences in the ratios of women and men managers. Women progress at a slower pace and barriers to women's progress are known world-wide and are not affected by women's attitudes and commitment to higher education, management careers or legislation regarding equal opportunities.

Access to the high ranks in the army and in combat roles, for instance, is rather scarce in Israel, which might be a reason for women's lacking the experience necessary for managing large, complex organizations, and does not allow them access to top the higher echelons (Izraeli, 1997). At the same time, in 1997, EL-AL

Airlines Company announced that it will allow women to apply for pilot positions, thus doing away with the demand that all pilots have military flying experience. This is a marker of change, and since then, the number of women in management has grown, more women own their own businesses, and more women have entered the world of politics (interestingly, more on the municipal than on the national level), but still, women in top positions in large organizations are rare.

The rise in the number of women in management positions is of great interest. Yet, it is still rare to see women in top positions in large, complex organizations. For instance, only 10% in the 500 leading businesses in the U.S are women. The highest ranks consist of only 4% women, and women constitute 3% of the highest wages receivers (Kark, 2009). The situation in Israel is similar, and the number of women in top positions is even lower.

Nonetheless, in the field of education (which is not a top paying, or top-influential domain), the majority of school principals are women.

In this context, my research seeks to examine the issue of women school principals in Israeli technological vocational and comprehensive schools: their leadership, their success, their problems, and their coping in a men's world from their perspective and those of their participants in the process of education: teachers, students and parents. The research is based on feminist theories and leadership-management theories which will be reviewed henceforth.

Theoretical Perspectives

As mentioned in the introduction, this research relies on feminist theories as well as on management and leadership theories, in order to explore the issues of women school principals and their perceptions of their way to leadership positions, the struggles, the difficulties, and the reasons for their success as expressed by their own statements in interviews, and by their schools teachers, students and parents.

This theoretical review will start with a review of feminist theories, and will be followed by a review of the two types of schools involved in this research and theories pertaining to school management in general and the principal as a leader and an agent of change in particular.

The first section reviews feminist theories and will be followed by leadership theories.

"Nobody objects to a woman being a good writer or sculptor or geneticist if at the same time she manages to be a good wife, a good mother, good-looking, good-tempered, well-dressed, well-groomed, and unaggressive."
(Marya Mannes)

Feminist Theories

For many years, the prevailing perception is that men and women have different management styles that cannot be changed due to innate personal traits and socialization, and thus women are perceived as more caring and attentive to the needs of workers, and are more inclined to share the decision-making process with workers.

However, since the 1950s, Feminists have claimed otherwise and have demanded an approach of equality between men and women, so that the latter can manifest their genuine abilities. The Feminist movement's activities led women to acknowledging their potential and seek opportunities for personal development.

Feminist theories which have developed in the past provide grounds for understanding the connection between gender and leadership. Feminist theories are critical and point to action towards change. Nonetheless, most theories, though different, they share some premises – they all acknowledge male dominance in the social order and the need for a reform in the existing power structure. The theories can be sorted into three main categories: an approach of reform, an approach of objection and an approach of defiance. Each approach consists of a number of theories and provides a partial explanation of the issue of gender and leadership (Kark, 2009).

According to Kark (2009), the first, most common approach is the **Reform Approach**, deriving from a liberal political theory based on the claim that individuals rise and fall due to their skills. According to this approach, the main goal is to get to a state of equal male and female participation in all life domains, and acknowledgement of their equal leadership properties. This approach contributed a good deal to the exposure of mechanisms that discriminate against women attempting to advance to management levels, showing that gender differences are not based on biological male-female differences, which according to the approach have to be disregarded. The approach maintains that women are not equally

represented in management and leadership roles due to the “glass ceiling” phenomenon whereby personal and organizational prejudice prevent women from advancing beyond a certain point where their progress is halted, not deliberately, but rather due to unconscious values and behaviors. Furthermore, the belief is that the phenomenon is not only that of the “glass ceiling” but also “glass walls” blocking women’s development by changing jobs. Many organizations have a variety of “male roles” to which access to women is limited. Ryan and Haslam (2007) coined the term “glass cliff”, maintaining there is a tendency to advance women to leadership positions in cases of organizational crisis.

The reform approach suggests women will suit the world of management once the obstacles are removed, and hence, women are supposed to get the same legal rights and opportunities as men, and hence have to get access to representation in public life.

The reform approach attempts to find whether women manage like men. Research (Eagly and Carli, 2007) has shown complex situations where men are perceived to be more effective in leadership roles where men participation was dominant (e.g. police and army) whereas women were perceived to be more effective in domains where the majority of participants are women (e.g. education and social services). The effectiveness of men’s and women’s leadership was also investigated with regards to leadership styles. It was found (Eagly and Johnson, 1990) that despite stereotypical perceptions suggesting that women will use a social leadership style, while men would use a more on-task style, no significant differences were found between men and women. It was also found that women manage in a more democratic, sharing manner while men are more authoritative and dictating.

It was also found that women use formative leadership more than men, i.e., women use ways that arouse their workers’ motivation, manifesting enthusiasm regarding future goals and developing each worker personally and rewarding more workers for worthy behaviors. In contrast, male managers use more rewarding-preventing policies, emphasizing workers’ mistakes, punishing more, waiting for problems to become grave before intervening, and are less involved in times of crisis.

The Reform approach contributed a good deal to the research of women leaders and their place in the world of management pointing the obstacles they have to

overcome. The approach's main shortcoming is its failure to interpret research findings and explain, for instance, why there are differences between men's and women's leadership styles, or the reasons why women use formative leadership more than men – is it because they have to meet higher criteria to reach the same leadership levels? Or would they encounter resistance if they used the authoritative style, and so they resort to other styles (Kark, 2009).

The **Objection Approach** (Kark, 2009) stemmed from women's dissatisfaction with liberal feminism and its attempt to gain equality via comparing women to men. Though this approach focuses on the differences between the sexes, it emphasizes the significance of investigating the situation of women and their unique experiences. The basic assumption is that women's experiences and interests are essentially different from most men's. This approach is based on radical and psychoanalytic feminism and has greatly affected gender research pertaining to leadership and management. The approach regards gender to be a central organizing principle in a patriarchal society, characterized by structured relationships that are based on gender differences in social status. This gender separation is based on Freud's approach (Rosin, 2000).

The problem, then, is that of women's difficulties in adjusting to authority positions, but not on the personal level, but as part of an extensive social layout. In the liberal approaches this problem is perceived to be personal. Objection feminism focuses on the encounter between gender and the new social structure whereby women are not subjected to men. Hence, the approach proposes social changes, rejecting the attempts to connect leadership with manly traits and emphasizes traits identified as "womanly" – sensitivity, expressing feelings, and nurturing. The approach maintains the leadership style that suits the 2000s and contemporary organizations requires womanly traits (Helgesen, 1990; Rosener, 1995). Researchers engaging in this approach interviewed women managers and leaders and found that women tend to manage in ways that involve interpersonal relationships emphasizing empathy, employees' development and empowerment and creating collaborative, rather than hierarchic systems. Researchers believe these management properties may prove to be advantageous to the development of organizations with a developed sense of solidarity, workers' involvement and motivation, thus leading to organizational success. The reform approach advises women to change and adjust to the existing systems, while the objection approach celebrates diversity and proposes a

“womanly” model of leadership. It contributes to the understanding of the unique voice women may bring into the leadership role, yet the question is whether the “feminine advantage” is indeed an advantage, as identifying womanly traits as unique might harm equality, as it is based on stereotypes rather than on egalitarian distribution of power.

An **Approach of Defiance** is based on post-modern attitudes attacking the gender-based organization of society by shattering the borders between men and women, masculine and feminine, and raising ideas of categories beyond the two prevailing men/women ones. This approach shows how the above categories preserve the prevailing order and struggle against the legitimacy of preferring one group over another. The approach involves post modern and multi-cultural feminism, showing how certain people become privileged or not in a system of social strata, and hence, we cannot only examine men versus women, but rather, we have to address other identity components trying to understand the relationship between leadership and gender (for instance, an Arab manager will have a different experience from that of a Jewish one).

Gender is an inseparable part of organizational processes, so the organizational logic, theories and structure appear to be neutral, but are essentially affected by gender. The work of the organization creates these norms, which are expressed in the dynamics relating to men and women as “the same”, but actually prefer men as they are based on men’s life, schedule, bodies and men’s tendency to prefer work to family, home and personal life (Acker, 1990). Organizational metaphors, for instance, often refer to good workers as “good soldiers”, thus connecting “good citizenship” to “manhood”. Had organizations used more “womanly” metaphors, such as “a good mother” rather than “a good soldier”, women would be more easily included in leadership and management practices. The Defiance Approach allows for the examination how theory, organizational ideology, work norms and the language used in the organization contribute to the creation of an approach whereby women are “others” and are less suited for management and leadership.

Simon De Beauvoir (1952 in: Rosin, 2000) investigated women's inferiority from all possible aspects: psychology, anthropology, history, economics, art, literature, religion and myth. She maintained that culture was broadly created by men, while women are more passive and inhibited.

Women are treated as “others”, meaning they are not appreciated as autonomous creatures, but rather as what men determine them to be. This division between men and women has always existed, she said.

Although this approach challenges the prevailing situation and arouses numerous ways of thinking, it is widely criticized, as it is claimed to be too theoretical, and hence it is impossible to draw practical conclusions that will lead to a change in the power-balance allowing men and women to lead in a variety of ways which will be equally weighed.

In summary, each of the above described feminist approaches provides a different perspective of the issue of women leaders or managers, starting with women being equal to men, through women as having unique characteristics, thus being better leaders than men, and ending with the approach asking who the woman-leader is and examining theoretical approaches to the issue.

The situation is that numerous women manage schools, and it seems that the field of education allows for more womanly leadership, as can be seen in the Israeli education system.

In the first decade of the 21st Century, although there has been a rise in the number of women leaders, they are still outnumbered by men, except in the educational domain, and that, too, mostly in the primary school system, but there has also been an increase in the number of women principals in the secondary school system. School principals lead the schools, but are they leaders? What makes a leader? What is required of a leader?

The following section will engage in theories of leadership, and will be followed by a section about women leaders, and a discussion of educational theories, the school principal's roles and principals as leaders.

A real leader faces the music, even when he doesn't like the tune.
(Anon)

Leadership Theories

Though Leadership is a phenomenon that can be identified everywhere and at all times, it is a phenomenon which has interested researchers and theorists for decades, as the distinction between a manager and a leader is not that simple, though it goes without saying that although many leaders are managers, not all managers are leaders (Popper, 1994). Burns (1978 in Popper, 2007) described it well as the phenomenon which is most commonly observed but least understood. Leadership is a multi-faceted phenomenon, and most research avoids describing specific leadership aspects, while others attempt to identify and describe the successful leadership behaviors.

There are many definitions of leadership; among them is the definition maintaining leadership is a process of influencing the activities of an organized group for the purpose of reaching a joint goal (Yukl, 1994); another definition maintains leadership is the ability to persuade others to do what one wants them to do (Bass, 1981); a third definition maintains leadership is a process of persuasion through which an individual motivates the group to reach the goals (Gardner, 1990).

In many cases, researchers try to identify leadership patterns according to the audiences in the leaders' environment. Some perceive the leader as a type of parent who cares for his or her family, but at the same time, maintains control and makes decisions, while other researchers regard leaders as figures with whom it is easy to connect, mostly in times of social change (Popper, 2007).

Every organization needs and has leaders, and there are numerous leadership styles (to be discussed later on). In general, researchers tend to attribute the leaders' success to personality traits and moral values. When it comes to organizations, researchers are inclined to explain success in terms of strategy as well as personality traits. This might not be sufficient, as there are differences, for instance, between leaders of states, (religious) leaders of worshippers and of (management) leaders of different organizations. The leader of an army is not the same as the leader of a parish.

Popper (2007) proposes to perceive leadership as a relationship, as wherever there is leadership, there are those who are led. The leader has supporters and objectors, and the relationships between the leader and those who are led affect the people's motivation and willingness to act. When a leader asks a member of the organization to do something extra for the organization, the answer might sometimes be "According to our contract/agreement, you cannot force us, and we have other obligations, we have families, we have a life", while in other cases the response might be "Although we do not have to do it, we will always accommodate you and will make all the necessary efforts to do everything possible to oblige."

It is quite clear that in the first case, the manager is not much of a leader, but in the second case the boss is definitely a leader, and the workers are willing to do things for him or her (Popper, 2007). The second boss has a different emotional relationship with the staff, and this relationship enables them to change their behaviors for the leader and for his success, which they regard as everyone's success.

All leadership situations are relationship-based. Sometimes they are "give-take" relationships (advancement, financial rewards, rewards for effort), which are common in business organizations, where "the more efforts you make, the more management will remunerate you", and where the relationship is based on financial rewards or personal benefits to the workers. However, leadership relationships are often more complex and derive from emotional constructs that are not always conscious; for instance, the case where a soldier follows his commander in battle (and the question is does the soldier do that just because of the commander's formal authority, or because they have a relationship whereby the commander, the leader in this case, is a person who motivates his soldiers and for whom the soldiers are willing to do their best), or the relationships between believers and their spiritual leaders (Bandura, 1995).

Leadership relationships are based on the needs of both the leader and those who are led. Maslow (1970) identified four basic needs: the need for security, belonging, identification and meaning. These needs constitute the grounds for leadership relationships, while they are sometimes conscious needs, and at other times, unconscious.

The leaders-led encounter consists of the needs of those who are led, the needs of the leaders and the circumstances of the encounter. Leaders need power, admiration and love. They need to leave their mark. To some extent all people have the same needs, but leaders need more. Hence, leadership relationships are dynamic and are expressed in a variety of styles (Popper, 2007).

Whereas different theorists believe that leaders have to “do good and contribute to society”, (Plato; Carlyle, 1907 in Popper, 2007) as did Ghandi or Mother Theresa, others believe that leaders are not motivated by the desire to do good, but rather by their desire to accumulate power and do well (Machiavelli, in Popper, 2007), like many political leaders whose declared goal is the benefit of the state, but in practice, their own success and influence they care about.

There are numerous examples of leaders who have been known to “motivate” people by use of formal authority and by methods resulting in personal gain or heavy punishment, the extreme cases being those of tyrants such as Mao, who invested a good deal in re-educating the people who dared to think independently, and not according to the official communist-party line of thought. For better or for worse, some of the world's most famous leaderships have been power-based.

Mintzberg (1975) maintains that healthy leadership has to do with motivating people. This is what makes the difference between a manager and a leader. The idea, claims Mintzberg, is to manage people who can perform the various tasks well, to know how to operate them. A leader has to empower the workers, thus changing the paradigm, the approach to management and remuneration, by encouraging those who are led and rewarding, not only output, but also personal and group development, which, in turn, leads to increased motivation to contribute and enhance the success of the organization (Popper, 1994). Leadership means the ability to influence those who are led, the ability to motivate people to do what the leader wishes or needs and be as enthusiastic about it as they are when they do what they want. Leaders are perceived as wise people who have a credo as well as a good deal of charisma (Popper, 1994).

However, credo and charisma alone will not do, and leadership has to be formative, so as to enhance the faith those who are led have in their abilities, or what is known as “self-efficacy” (Bandura, 1995) so they make the transition from a state of

weakness into a state of control over their work, his performance and life in general (Popper, 2007).

Formative leadership is the type of leadership that is more frequent in the domain of education. A good example is that of Escalante, a math teacher, who worked in a difficult school in a poor Los Angeles neighborhood. Despite the students' bad learning habits and even worse self-esteem and lack of motivation, Escalante managed to lead the students to dramatic success. When asked what led them to their high achievements, they revealed that the teacher's influence resulted from his motivating them by giving them the feeling that they were capable of learning and succeeding. He came to school early, invited students to his home, and became a caring father figure, who was also demanding and uncompromising. In other words, he became a formative leader (Popper, 2007).

Expectations leaders communicate often become a reality, which means that good formative leadership is based on clear messages stemming from "knowing the right things", knowing the way, believing in it and acting upon it, even when there are obstacles on the way. Nelson Mandela, for instance, after 27 years in prison, continued to follow the road which he paved and to motivate his followers, not to seek revenge, but to plan a good future for the people. Such behavior is formative leadership, motivating others to believe in their capabilities. Escalante and Mandela did not achieve success by their beautiful words, but by being persistent, and by not giving up, by investing their energy and efforts in reaching their goals.

Bass (1985) listed three main formative leaders' characteristics:

- ❖ Charisma, which is divided into idealized influence and inspirational motivation; faith in the leader, pride of working with the leader, a sense of objective and meaning. In most cases these feelings do not occur at once, but develop over time, as people develop trust and faith in their leader (Hollander, 1978 in: Popper, 2007)
- ❖ Intellectual stimulation – the leader's ability to cause people around him or her to think differently, in more versatile, creative ways, to look at problems from fresh perspectives, to be open and tolerant, and accept the fact that leaders are not omnipotent. This type of leadership is of particular significance in the domain of education.

- ❖ Individualized consideration – pertains to leadership which invests in mentoring and guidance, as in education, the principal guides the teachers and helps them develop their strong points.

Leaders seem to be people whose influence derives from their personalities as well as from the authority endowed to them by the organization. There are four main domains where leaders motivate people as categorized by Popper (1994).

- ❖ Formal authority – the authority is given by the organization, and hence, individuals obey the leaders who have the power to reward or sanction them.
- ❖ Professionalism – leaders are perceived as professionals, and professionals allegedly possess information which others need, and thus people are inclined to follow their lead and obey their instructions.
- ❖ Interpersonal skills – leaders are inclined to have psychological skills and can easily “read” people and situations and respond accordingly. Therefore, they can influence others.
- ❖ Identification and solidarity – individuals who cause intense emotional effects manage to motivate people to act regardless of personal benefit considerations and invest beyond and above the basic requirements.

Interpersonal skills and the ability to generate identification are personal leadership resources that serve as grounds for the definition of leadership as coined by Kotter (1990).

Eisler (1991) describes two leadership models – the “Governing Model” based on hierarchy and authority, and the “Sharing Model”, which involves more empathy and nurturing. These two models describe two different leadership styles. There is a connection between the leader's personality, traits and behavior patterns and the different needs of those led by him or her.

Expectations of the leader include a reliable credo, enthusiasm that will excite those who are led, and being able to translate vision into concrete actions (Shachar, 1995).

The domain of education is complex, and has to use leaders to advance. School principals may be such leaders, as they must have charisma, they must have the ability to influence teachers, parents and students; they must find creative solutions

to complex problems and be good negotiators and maintain contacts with a variety of audiences and authorities, so as to be able to achieve a variety of educational and administrative as well as social and personal goals.

Glisson (1989) examined the characteristic of leaders in service-based organizations, such as education, and found that workers evaluated their leaders according to three major criteria:

- ❖ Maturity – the leaders is adaptive, cooperative, organized, flexible and tolerant, observant, connected to people of authority, has a sense of humor, sensitive to others, and solves problems.
- ❖ Power – the leader feels comfortable with people of authority, takes responsibility, defines goals accurately and is committed to the organization's success.
- ❖ Intelligence – the leader has practical intelligence and is capable of abstract conceptualization.

"Any woman who understands the problems of running a home will be nearer to understanding the problems of running a country"
(Margaret Thatcher)

Women Leaders

Researchers have deliberated a great deal regarding the issue of gender-based leadership. Some maintain men and women leadership differ, while others do not accept this differentiation, and posit that women do not have to imitate men's behavior patterns to have a successful professional career (Ryan and Haslam, 2007).

Researchers believe women leadership leans on feminine stereotypes and on women's socialization processes. Most women have been educated by society to focus attention on others (in their homes or in general) and have been granted the legitimate right to engage in emotional domains. Women are said to have the ability to negotiate from a position of influence, not necessarily power, and the ability of multi-tasking, thus enhancing their leadership and management skills. However, it is the emotional and spiritual dimension that seem to make women leaders different from men (Goldfine, 2008)

Rosener (1990) maintains that in the beginning women had to adopt a manly leadership style, but now, she believes, the younger generation of women leaders and managers has developed a unique interactive leadership style of leaders who are more idealistic as they feel the need to prove they are just as dedicated to their careers as men are. The interactive womanly style proposed by Rosener consists of:

- ❖ Cooperation – encouraging people to contribute ideas, time and energy by involving them in all stages of the organizational processes including the decision-making stage.
- ❖ Delegation of power – unlike men leaders who tend to keep information to themselves believing that knowledge is power, women leaders wish to share information and power with others.
- ❖ Enhancing self-esteem – the women's ability to share power and information with those they lead and involving them in the decision-making process boosts their self-esteem and makes them feel respected in the organization.

There are two different models of women managers: the Equity Model and the Complementary Contribution Model. According to the Equity Model, men and women contribute equally to society, and women are expected to act and think like men. Their effectiveness is measured in relation to men and they are evaluated by the same criteria as men. According to the Complementary Contribution Model men and women differ and make different contributions to society, and thus they are evaluated based on different criteria (Shachar, 1995).

The differences between men and women leaders do not mean their achievements differ. The differences mostly stem from two different sets of associations: women are traditionally characterized by focusing on others, and expressing attitudes of compassion and caring. These properties of manifesting empathy, friendship, kindness, the will to help as well as sensitivity to others and delicate expression stand in contrast to men's traditional image of focusing on power, autonomy and individualism. These manly properties are usually identified with effective leadership, perhaps because of the long man-based leadership history (Eagly and Carli, 2007).

Hence women find themselves in a jam: if they focus on others, they may be criticized for not being assertive enough, but if they focus on their strength and power, they might be criticized for the way they treat others. Either way they might be portrayed as unfit for top management positions.

To cope with the challenges posed to them by their strange circumstances, women in top management positions attempt to develop an appropriate and effective leadership style, one which is a compromise between the attitude to others, which people expect of them, and focusing on power and control, which are perceived as necessary for their success (Eagly and Carli, 2007).

Women in top positions are preoccupied with issues of leadership styles, and it may affect their leadership. One question pertaining to this issue is whether there is a distinguished womanly leadership style. Some people believe there is, whereas other theorists agree there is no such thing.

Eagly and Carli (2007) have found that there are different leadership styles, and women are more inclined to adopt a transformational leadership style, trying to be role models, after having gained the trust of their subordinates. They set future goals, develop programs for reaching their goals and seek to introduce changes and

be innovative even when their organizations are most successful. Such leaders mentor and empower their workers and encourage them to realize their potentials. Women tend to adopt leadership styles of cooperation, trying to maintain authority without being tyrants, and involve the workers in the decision-making process.

Women in management positions in education have to cope with a variety of tasks and have versatile domains of responsibility. Education is the sector where one can find many women principals, and this is the core of the present research. To understand their roles, this work presents a review of leadership in education, to be followed by a discussion of the school principal. This will lead to a better understanding of the demands placed on principals in the school chosen for the research.

Leadership in Education

The complex educational reality in Israel is unexpected and constantly changing. Hence, the school principal's significance and centrality as the leader of a school is increasing. The principal plays a crucial role in the success of the school, and numerous studies are in agreement with this notion. Who, then, are those principals who are likely to be educational leaders?

School is one of the main social, political and economic organizations of modern times, and the only one the large use of which is dictated by law. Within the framework of the school, the principal is one of the main links that serves to achieve the goals of the education system. The principal holds the key position when it comes to administering changes, creating new goals, creating the desired school atmosphere and managing the work of the school staff (Erez & Goldstein, 1980; Inbar, 1985). The principal is the key link to implementing change and reaching the set goals (Hertz & Lazarovitz, 1984; Shmueli, 1986). After centuries of school existence, theorists have realized that the principal is the most important factor in the success of the school (Sarason, 1982). Already in the early 1920s it was realized that the principal's knowledge, insights, educational properties, sensitivity, skills and personal leadership are the factors that shape the ideals, the standards of the school and the achievements of both staff and students (Cubberley, 1923).

The roles and status of school principals has gone through numerous changes starting with a perception of the principal as the first among the teachers, through a perception of the principal as an administrator, a social manager, and a professional organizer, a system operator and ending with the current perception of the principal as a professional and educational leader in the broadest sense of the words (Inbar, 2009).

If in the farther past principals were perceived to be highly expressive and excellent initiating teachers who were appointed to the position without any training or specific academic education, recent decades have shown a significant change in the attitude to the role of the principal attempting to get to a state where the principal would be academically qualified and more professional in the domain of management.

In the 1980s, management in education emphasized the development of organizational skills and democratic leadership and regarded the principal as an instructional leader (Hallinger and Murphy, 1985).

The 1990s have revealed a total change in the approach to the perception of principal education, and the broad approach to the role of the principal beyond that of having basic managerial skills has evolved (Inbar, 2009).

The rapid scientific and technological advances have created the increase in areas in which schools are involved, thus making the role of the school, therefore the role of the principal, more complex (Shmuel, 1986; Deal & Peterson, 1990). While in the past, problems could be solved quickly and easily by relying on experience and intuition, today's principals have to introduce changes and reforms, invest in selecting new methods of operation, seeing the school as a whole complex as well as sharing the decision-making process with the staff as the way to run a school: communicating with key persons in the Ministry of Education, the Ministry of Labor, and the Municipality.

These multi-lateral contacts do lead to conflicts, which have to be resolved for the good of the students. The Ministry of Education (1960 - 1972) provides more than ten categories of the principal's roles. These have to do with responsibility for implementing the curriculum, guiding teachers, allocating hours for classes and various subjects, responsibility for the students' achievements, staff meetings, financial management, school equipment and security. A principal has to meet with officials in the local authority, give advice, worry about maintenance, to be involved in the teacher's personal lives and a lot more.

In addition, the system is always going through a process of organizational, curricular, social and ideological change (Inbar, 1985) which requires principals to see to teachers' advancement to improve their professional performance (Caldwell & Spinks, 1988). Inbar (1985) claims the quality of education is influenced by the quality of management, which should be improved and developed.

An important factor in improving management quality is the extent of training and investment in the role of the principal. Gaziel (1988), Hertz-Lazarovitz (1984), and Friedman et al. (1988) claim that the principal's management style is the key factor which contributes to the effective work of the entire school and contributes to the organizational climate as well as to teachers' motivation to initiate and carry out new programs.

School provides services to young clients. School is responsible for their education and cognitive development as well their physical and emotional - social development. It helps the students gain knowledge, acquire skills and develop opinions and attitudes to life. In the past, schools were not perceived as providers of services to the teachers. However, it is the duty of the school to invest in the progress of the teachers, which in turn will lead to the progress of the school (Aspinwell & Gibbs, 1989).

A principal who wishes to bring about real progress and improve the teaching quality will make sure that teachers advance professionally. Cooperation is not merely a management method to make the work of the principal easier (Shmuel, 1986). Co-operation is part of the pedagogical process itself (Inbar, 1986). Cooperation with the staff increases teachers' responsibility for application of methods, their satisfaction with their work and their motivation (Friedman et. al., 1988). A principal who can motivate the teachers to be involved with students, be familiar with their problems, know the parents and meet the various needs of their customers, a principal who makes the teachers want to progress both on the personal and the professional level, does so by creating a good atmosphere in the school, a positive climate between management and staff, among staff members, and between teachers and their students (Diamant, 1980; Neil, 1986; Yizraeli, 1997). This type of principal creates multi-lateral communication between all school systems. What changes the atmosphere of the school is the link established between the principal and the teachers, students, parents and the entire community. This principal will create an atmosphere of trust and mutual respect, holding open discussions where mistakes are acknowledged and ideas are raised. The principal must have an applicable credo.

There is no doubt about it. The principal's roles are numerous and versatile. This large number of duties creates conflicts within the very position. When one needs to cover so many areas and deal with so many issues, conflicts are unavoidable, but they must be used constructively.

Oplatka (2009) lists the main educational leadership models.

- ❖ The first, most famous model is that of pedagogical leadership and regards teaching and learning as the heart of educational leadership. The school principal is responsible for the pedagogical credo, emphasizes academic achievements and makes sure the teachers, parents and students understand the school's educational goals. According to this model, the principal engages in the development of curricula. Supervises the teachers' work and closely monitors the students' achievement.
- ❖ Another famous model is that of moral leadership, whereby values are the grounds for the principal's consciousness and conduct. This type of principal attributes great significance to the ethical aspects of education.
- ❖ The notion of involving leadership stems derives from the understanding that the numerous tasks required of school principals cannot be done without the involvement of teachers and sharing the decision-making process with them;
- ❖ Decentralizing leadership views the democratization of the school as significant for the development of the school as a democratic organization.

There are many more educational leadership models, but it is abundantly clear that school leadership has to be a combination of models. Principals are most successful when they are committed to problem solving, developing management, creating a culture of high performance expectations, emphasizing professional staff development, adjusting the school to a central educational ethos, finding resources for the school and involvement in pedagogical issues. Successful leaders adopt the pedagogical, moral, involving and formative leadership styles (Inbar, 2000).

Nevertheless, it is important to note that even the best educational leadership cannot solve all the problems of the education system. Principals cannot be only leaders – they have to “manage” workers, coordinate, plan and get to the tiniest details (Oplatka, 2009). Hence, successful school principals have to be both managers and leaders.

As stated earlier, this work focuses on three aspects of the principal's role: the principal as a leader representing the school, the principal as a person of vision and the principal as the person who brings about productive and creative work, an agent of change.

*A leader is one who knows the way, goes the way, and shows the way.
(John C Maxwell)*

The Principal as a Leader

Dr. Micha Popper suggests two aspects of relating to a leader:

- ❖ The rewarding leader - making workers feel that it is in their best interest to invest a lot, as they will be properly rewarded (a give and take relationship).
In contrast, or at the same time, we can find the punishing leader, i.e. one who achieves goals by punishing those who fail to follow rules and regulations, disputing the principal's decisions and more.
- ❖ The charismatic, molding leader - using intensive psychological methods to create motivation.
 - Charisma - the molding leader has a vision of the organization, and the ability to implement this vision within the organization. The leader will introduce his or her philosophy, values, and standards and have clear rules about his or her expectations. Still, charisma could prove to be harmful once abused. That is why the charismatic leader should have integrity. Nevertheless, I do not believe that charisma is a must. Some excellent principals do not have charisma, but have other excellent talents and succeed.
 - Personal treatment - the ability to create within the workers the feeling that they are an essential part of an organization. This definitely increases a teacher's motivation to contribute again. Personal treatment has to be controlled, so it is not abused.
 - Intellectual stimulation - the ability to get out of the set framework and look at other ways of solving problems.

In addition, the role of the principal involves responsibility and accountability. The principal should be able to take responsibility for both successes and failures of the entire school. When teacher and students succeed, it is also the principal's success, and when they fail, it is the principal's failure as well (Kula and Globman, 1994).

In the past, principals were the experts on running things and making sure assignments were done. Today, they need to cope with a changing environment

which keeps developing and growing. The principal has to predict future processes using organizational vision which should excite the participants within and the community without. Being a principal today is about being inventive, creative and intelligent, flexible, willing to accept and implement changes in thinking and approaches to the operation of the school (Popper, 1994).

Organizations have become less hierarchic thus bringing the principal closer to the teachers making them more exposed to criticism than ever before. This requires principals to have more quality, sophistication and the ability to influence people and motivate them. This situation demands a lot more from the principal, therefore his or her personality, vision, values and messages carry more weight. The principal must be able to get the teachers, students and parents to identify with the goals. Without the full identification, cooperation and mutual respect and trust of the staff and students, a principal cannot lead the school in the direction that has been set (Mintzberg, 1975 in Popper, 1994).

Educational (or for that matter, any other) leadership cannot be mass produced. Based on years of research and experience it is now known that an educational leader is not necessarily a teacher who climbed the school-system ladder and reached the top. Contents of principals' education programs tend to change periodically in accordance with the unique requirements of the education system.

Every organization faces the dilemma of change that seeks to innovate versus the concern to preserve and maintain stability. Every decision pertaining to change presents new opportunities to the organization, but also new risks and the pendulum moves from one axis which is that of change-stability, and the other axis of chance-risk. This can help us divide leaders into four major types (Inbar, 2009).

- ❖ Challenging leaders are those who emphasize the school's credo, focusing on expanding the school's chance span by constantly creating new challenges;
- ❖ Enabling leaders are those who are open and sensitive to opportunities, but make sure to minimize the risk factors. They regard change not as a goal, but rather as a means and an opportunity for the school;
- ❖ Problem-solving leaders focus on coping with problems in an attempt to preserve the school's stability;

- ❖ Preserving leaders focus on stable work processes, proper work conditions and relationships, and a culture of cooperation and calmness.

Obviously distinction between the above types is merely conceptual and the reality is far more complex, forcing the principals to make integrated, rather complex decisions, thus making their work far more demanding and complicated. The contemporary principal has to be a person of vision and creativity, having to operate in a reality of contradictions: thus a principal has to think dialectically and live with such contradictions as being flexible, yet maintaining stability, so that introduce changes on the one hand, but being consistent and meticulous on the other hand; A principal has to find the balance between being daring, and yet responsible in the decision-making process; the principal ought to be creative, yet preserving, and finally, a principal has to be rational and weigh the decisions, but at the same time – spontaneous (Inbar, 2009).

*The very essence of leadership is that you have to have vision.
You cannot blow an uncertain trumpet.
(Theodore, M. Hesburgh)*

The Principal as a Person of vision

Leadership has to be based on vision. The principal's vision has to consist of his viewpoint, values to set his or her way of evaluating the organization, suggesting how to relate to the workers, the colleagues and the system's customers. This vision is a message which is significant for people whom the principal has to influence. However, vision alone is not leadership. Leadership is shown in the leader's ability to transmit his or her message to the staff. Without teaching this vision, there is no leadership. Teaching the vision depends on the leader's apparent-to-all behavior. History presents many examples of this. David Ben-Gurion conveyed messages to the Israeli nation through the way he dressed and lived. By retiring to Sde-Boker, he taught his vision of pioneering, settling the desert and modesty. Ben-Gurion realized the symbolic value of his deeds (Kula and Globman, 1994; Popper, 1994).

This should be the case with every principal. The principal must make sure that his or her behavior conveys the message he or she is trying to get across. What is said in words should be carried out. Only then will the leader gain trust and respect. In an article published in the Journal of Management Studies, Hennested (1996) claims managers feel that if they direct their workers, the latter will understand the direction in which they have to go. The leader must explain very clearly what he or she demands of the staff, and act according to these demands. The staff must know for sure that if they are told that certain things can or should be done, they will not, for instance, be punished for doing them.

The principal as a manager has to direct workers, and the latter ought to understand the direction in which they have to go. When workers fail to see the direction, managers seem to relate that to workers' stupidity or lack of motivation. However, workers sometimes fail to see where they are going, because they are trapped within the ambiguity. Managers urge them to behave in a certain manner, but encourage other behaviors. At the same time they will not let the workers comment on this ambiguity. When a manager is unaware of the fact that his or her behavior is interpreted symbolically, actions might be ambiguous. The manager might, for

example, ask the workers to behave maturely and responsibly and report mistakes that they have made, but still punish them for those mistakes. This might damage the authority and leadership of this manager. If one is consistent, success is guaranteed. The same is true for vision. If the person adheres to the vision, success is guaranteed. Saying in what one believes is not enough. Acting upon these beliefs brings respect and many a followers.

A principal's vision has to include thorough knowledge of the school population, and, one of the principal's roles is to see that their staff develops professionally in order to reach the goals according to the school's credo. The following section discusses the issue of staff development.

*A good leader inspires people to have confidence in the leader; a great leader
inspires people to have confidence in themselves
(Eleanor Roosevelt)*

Staff Development

Staff development refers to the personal and professional development of teachers' skills, so that they improve their work in class (Wideen, 1987), and it is up to the principal, whose leadership affects teaching, students' achievements and teachers' satisfaction with their work.

The principal's organizational behavior is a key variable expressed in the support given to teachers and creating a sense of identifying with the needs of the school and those of the students by actions done in class as well as strengthening the teachers as professionals. Researchers claim teachers are adult learners who have knowledge and experience and constantly test theories by getting more experience (Kula, 1991). It is up to the principal to instruct the teachers to explore the areas where improvement is necessary. Teachers then become more skilled and apply their new knowledge in class. Thus, the teachers are part of the meaningful processes of teaching and learning and implement new methods accordingly (Caspi, 1990). Teachers have to be helped to use their experience, thus showing students that they can and will succeed. Things could be done differently and lead to change.

The principal with the leading staff awakes the teacher's innermost intuitions, and changes those to knowledge. Sometimes teachers have difficulties seeing beyond that which is familiar; therefore they cannot always see what needs to be improved.

Teachers should be encouraged to reflect on their work and explain it, examine their own methods and compare them with the needs of the students (Smyth, 1989). Staff development occurs in staff meetings and includes workshops in which teachers prepare materials, discuss problems and get feedback from their colleagues. Teachers then create new knowledge. Still, a talk from an external expert might enrich them further. This is the chance to show teachers the difference between gaining knowledge and creating it, and how to incorporate it into their work. Staff development means mutual feedback on the teachers' part and mutual

as well as personal reflection. The teachers then exchange ideas which might lead to relevant solutions of problems.

This approach derives from the developmental theory claiming that an adult learner is capable of self-direction, has the experience and motivation to do so, and uses the subject matter effectively. This approach states that the teacher and the learner are on the same level (Hewton, 1988). The principal can guide teachers to change safe and familiar patterns of work, recognize their personal potentials, deal with reality and adapt, while realizing that if they have difficulties, so do the students. Self-development is a combination of doing and thinking, which requires training. Sometimes theory is so far from reality, which might break a teacher. That is why a lot has to be invested in the transition from the world of theory to that of practice. Constant training makes it easier for the teachers to be in touch with the recent developments in the field.

Staff development also includes developing inside forces to fill various roles. Thus teachers become class coordinators or subject-matter coordinators who help their colleagues with teaching skills, the curriculum and solving problems. These “new” leaders help improve the work in class, especially because they “meet the teachers in the field”. Those “inside helpers” are way more efficient than anyone from the outside. The possibility of sharing problems with other teachers and trying to solve them together helps teachers feel less isolated, more confident, therefore more motivated.

Developing the teachers means developing an organizational-pedagogical culture of high expectations for positive interaction within the school population, better understanding of the clients and the personal progress of teachers who will then bring the students to better achievements. This is a long process.

*"Teach my lips to sing and hail
While time renews every night and morrow
So that my days are not as those long gone
So that new things will always have begun."
(Lea Goldberg – Free translation).*

Introducing Reforms/Changes

The modern era is characterised by the many changes that have been taking place in our lives. Numerous changes have taken place in the school systems worldwide. New subjects have been introduced, new curricula have been developed and teaching strategies are undergoing constant change. Schools use the changes they make as their "calling card" which will testify to their constant progress and ongoing improvements (Fuchs, Hertz & Lazarovich, 1992). As the main "knowledge agents" of society, schools have to be constantly aware of the ongoing social, scientific and technological changes and deal with their present as well as future implications (Gorton, 1987). If this is not done, schools will soon become irrelevant to their clients, and will have difficulties dealing with their goals: academic achievements and motivating students to develop their thinking and preparing for life in society.

Researchers and policy makers believe the constant struggle to improve must involve constant change on the part of the education system. This does not mean changes must take place under all circumstances, but where and when they are required or desired. Change is a dynamic and complex process, which involves development and action. It involves cognition, knowledge, thinking, reflecting, and modifying viewpoints, emotions and social views.

Moreover, change cannot be imposed. It must take place as a result of certain needs to solve certain problems. When this is the case, change is easier to introduce and implement. Making sure that the changes are not superficial, one must explore the process and its implications very carefully. Like many other educational systems, the one in Israel has been changing since the first days of the state. It goes without saying that the education system has to be updated. The question is how must a change be introduced and implemented, and what the implications of this change will be. Naturally it is the school principal who leads all reforms. The following section discusses approaches to change.

There are many approaches to change. An American study (Berman & MacLaughlin 1974 - 1978) found that the more the change deals with altering behaviour patterns, the more likely it is to be implemented successfully. This is apparently so since significant change demands greater efforts on the part of teachers and school workers who want and feel the need to improve. Sharan (1990) also refers to change as constructing different behaviour patterns and replacing the old ones. Kula and Globman (1994) describe change as a dynamic process, which involves frustrations and a great deal of experimentation. Parents and students refer to change in terms of the motivation of the students to go to school and succeed (Kula and Globamn, 1994).

Researchers also claim that comprehensive change, which is forced on an organisation, might result the participants' lack of motivation leading to no effect at all (Corbett, Dawson & Firestone, 1984). When implementing a change in education, one must take into consideration four aspects of the desired change: curriculum, teaching strategies, basic approaches and the organisational culture of the school.

It happens quite often that the need to change one aspect of school will involve making changes in other aspects. When, for instance, the curriculum is changed, policy makers expect a change of teaching rationale and strategies to accompany it, resulting in a change in students' approaches and motivation. In order to succeed, the change must involve all the aspects of the organisation. Only then will the change bring about the desired feedback and results.

Based on the assumption that changes must relate to altering behaviour patterns, policy makers must first analyse prevailing behaviour patterns and decide what they would like or need to change. This must be done on a holistic level and not regarding a particular subject matter or area of education. Behaviour patterns in school are the outcome of interactions that take place on a daily basis, and are not the result of what individuals believe (Joyce & Showers, 1988; Sarason, 1982; Sharan, 1990). School behaviour patterns have to do with roles that workers have and not with these workers' individual personalities. That is why many researchers believe that these behaviour patterns are similar in schools, which are organised in a uniform manner (Joyce & Showers, 1988; Sheerens, 1990). When a change is to be implemented, it has to involve all participants, and the obstacles are clear. Where reforms are concerned, teachers normally do not take part in the decision

making process, and are told by management what it is they are expected to do. Therefore, change is likely to encounter objections due to teachers' stress, which leads to lack of motivation to read into the proposed changes and co-operate. Israeli norms do not advocate a close analysis and constructive criticism of teaching methods, but focus on the results, rather than on the process of teaching/learning. Staff meetings are usually discussions of students' final products, so it is safe to assume that workers will see the needs of the students to change, rather than the need of the teachers to adapt themselves to their clients (Sharan, 1990).

Finally, according to Sharan (1990), the fact that schools aim their work at the final "Bagrut"¹ exams makes the schoolwork conservative. Any time a change needs to be implemented, the reactions are that it might not serve the "Bagrut" or any other goal. Therefore, why bother to spend so much energy on something, which might or might not work while the old way works "just fine"?

The risks and chances must, therefore, be examined carefully - the more extreme the change, the more risky it will seem to the teachers (Kula and Globman, 1994). The "powers" (people or other resources) that might be obstacles along the way as well as those who will support and help must be identified and taken care of. All these have to be navigated by the principal. The possible obstacles must be removed by convincing the objectors that the change is important by giving examples of other schools which have already succeeded, making them reflect on their positions, and contribute to their knowledge of the subject (Kula and Globman, 1994). The parents also might object. They must be informed about the process to take place and its rationale, and last, but not least, the school should consider the fact that administering an important change takes a good deal of time, and allocate this time. In this way, policy makers and principals can make sure that all participants will agree to try and be a part of the process.

Administering changes is hard and rather demanding. The organisational structure of schools does not accept changes easily, and the latter are perceived as the cause of instability in the system, their outcome cannot be predicted. Hence changes are risky, so "better safe than sorry" is a common objection to a change (Joyce, Hersh and McKibbin, 1983).

¹ "Bagrut" – High School Graduation Exams, which are necessary for the continuation of studies in academic institutions. A "Bagrut" certificate is a basic "ticket" to the work market.

Resistance to change hinders improvements of schools as organisations. They also hinder teachers' as well as students' ability to advance. Numerous researchers agree with this (Fullan, 1982; Hawley & Rosenholtz, 1984; Joyce Hersh and McKibbin, 1983; Joyce and Showers, 1988; Sarason, 1982; Sharan, 1990; Sharan and Hertz Lazarovitch, 1978, Sharan & Shachar, 1990).

Researchers believe the loose ties among the various parts of the organisation, between the goals and the means, between management and the teachers and among the teachers are causes of difficulties. Teachers work as individuals despite being part of a team (Sharan & Shachar, 1990). Ashton and Webb summarised the issue as follows: "An effort must be made to turn schools into communities whose residents are dedicated and have mutual goals and responsibility to make decisions together" (Ashton & Webb, 1986 - translated freely from a Hebrew translation in Sharan, 1990).

The difficulties in introducing and implementing changes can be listed as follows:

- ❖ Old habits die-hard. People like what they are used to. The following teachers' responses to the proposed change can be heard on a regular (almost daily) basis: "Don't make me laugh! We have never done that before; we have no time for this; it is impossible; tell me why; it won't work; everything has been fine so far; we don't have the budgets for it."
- ❖ It goes without saying, then, that policy makers or the initiators of change must consider both objections and enthusiasm, and deal with both before the change is introduced. In particular, change makers must realise that the change might be misunderstood at its first stages, and undergo with the staff some processes that will make it easier for them to understand the rationale of the plan (Sharan, 1990; Sharan, Hertz Lazarovich and Sharan, 1981). The change administrators must understand the anxieties of the staff and develop trust and co-operation.
- ❖ The proposed changes cause anxiety, making a change is demanding and sometimes individuals pay high prices for this change. A change might be perceived as complex when teachers feel that they are not skilled enough to co-operate with the new program or policy.
- ❖ A genuine change will affect all levels of school as an organisation and all individuals on a personal basis. It is safe to assume that despite the anxieties

and uncertainties, people might react positively to the change after they have experienced the new ways. Acquiring the new skills should therefore come before making the change, and not the other way around.

- ❖ The need to change means that the prevailing norms are not good enough. That means that the teachers and the system have to expose their weaknesses, which is painful even if the change might prove to be for the better (Sharan, Tahon & Perach 1987).
- ❖ Lack of incentive to make the changes - people might expect to be somehow compensated for their efforts in administering the change. While in other organisations, the compensation might be some fee, in school the compensation is to be received in the long run, and that might not be enough.
- ❖ Administering a change must involve the schools as well as the communities. If everyone in the community takes part in the process, it is likely to succeed and improve the system (Joyce, Hersh and McKibbin' 1983). The school needs to be supported by all relevant participants in the process. Fullan (1982) claims that a meaningful change is to take place on the school and community levels in order to sustain an ongoing deep process for the clients and the service givers.
- ❖ Lack of understanding of the rationale of the change and its implications. According to many studies, the reasons for the objections vary, and policy makers have to take them into account when planning the change. (Dalin, 1989; Sarason, 1982).

Change in education is a challenging goal. School is an organisation of loose ties.

The organisational challenge is to ensure full co-operation of all parts of the organisation. This co-operation has to be methodical and thorough, so that the work procedure will be clear and understandable. Teachers must take part in the decision making process. Schools are characterised by independent work of individuals who are not co-ordinated with other individual departments of the organisation (Sharan, Tahon and Perach, 1987). Thus, a high level of administrative skills will be needed to succeed in the process. The participants must be given a "road map" so they do not get lost within the process (Kula and Globamn, 1994), and be able to follow the route of the change safely. If a change is to be successful and meaningful, the process must be collective - all members of the organisation must be an integral

part of it, and they must not be kept isolated in their corners. Going through the process means spending time together, thinking together analysing the system together (Joyce, Hersh & McKibbin, 1983). Studies point to two major ways in which this co-operation might take place:

- ❖ Working in small teams as mini problem solving committees and decision and policy making.
- ❖ Establishing small teams that will work on helping peers in planning their teaching strategies in accordance with the desired change (Joyce, Hersh and McKibbin, 1983; Joyce and Showers, 1988; Sharan, 1976; Sharan & Hertz-Lazarovich, 1978; Sharan and Shachar, 1990).

The idea is to strengthen the ties among teachers to make sure that they will play an active part in the process of planning the work on all its aspects, and will carry it out together. Change must be decided upon with the teachers, who are the active players in the field.

This might mean having to overcome the schedule and bureaucratic difficulties discussed earlier. In order to get some progress made, staffs or mini-committees might have to analyse the situation and decide on the means necessary to make the change, clarify school policies regarding the issue, solve problems, which arise as they go along, and encourage teachers to join the effort. As hard as this may be, this is the way to unite teachers under the common goal of improvement.

This will, in turn, ensure an ongoing process, better relations with the students and more openness to the specific needs of the clients. Some schools can do all this on their own; others might need to be aided by educational consultants (Kula & Globman, 1994).

The main question that should be asked is who is the agent of this change? In other words, who is the main change maker? Who should be in charge? What is the part that this "agent" is to play in the process?

The School Principal as a Decision and Change Maker

Research has found that the school principal plays an active part in introducing changes to the school, but in most cases, principals are not the initiators of the change but are rather agents that push forward in the desire to make things better for their schools. The principal is the factor that influences teachers to adopt the change and implement it. Huberman and Miles (1984) have found that teachers usually agree to take part in the process because they do not feel free to refuse a request made by the principals or the inspectors who are interested in making the change. Most studies agree, however, that forced changes are likely to fail. Teachers' agreement to take part in the process might be a result of the pressure from above, but the process itself cannot derive from this pressure. The principals have a lot of influence on the way a process will work (Kula & Globman, 1994; Sharan, 1990). A principal who will devote the necessary resources to explaining things and supporting the staff in gaining the necessary skills will usually succeed in implementing a change in his or her school (Huberman and Miles, 1984).

The principal has to be an organisational leader (Fullan, 1982; Sarason, 1982). However, the principal has to be a dominant figure in the process and explain the direction and support the staff. The principal should exercise various forms of intervention, which might be needed to make the change (Kula and Globamn, 1994). The teachers are the ones who will actually make things work, but the need to change is in many cases the principal's, as he or she is responsible for the success or failure of the school. The principal is therefore, a kind of navigator who leads the ship in its desired course. There are many cases in which principals halt changes in a latent manner, when they avoid giving the staff the necessary support, which they might need so badly in order to make the change. The initiators of the change might be external factors such as universities, industries and sometimes even the army. This initiative cannot be implemented without the co-operation of "internal change agents", meaning, principals and workers of all levels of the educational system (Kula & Globman, 1994; Sharan, 1990).

The agent is the key to a successful process of change. Change is not a one-time activity. It is a long, hard and painful process, which requires energy, time and budgets. Researchers seem to be in agreement regarding the time it takes to implement a change successfully and meaningfully. For a change to be implemented

in full a period of three years is needed (Fullan, 1982; Huberman & Miles, 1984; Sarason, 1982). It takes time to adapt contexts to new ways of teaching, for instance. The methods have to be adapted to the classes; the materials have to be adapted to the methods. Only after the teachers are familiar with the change and feel comfortable with the new ways, can they start adapting them to their classes. The learning process has to be efficient and effective, and not just lectures that will increase the teachers' general knowledge (Joyce, Hersh and McKibbin, 1983; Joyce and Showers, 1988; Sharan and Hertz-Lazarovich, 1982). The process should start with theoretical learning and teachers should be given demonstrations of the new methods or procedures (Kula & Globman, 1994). Teachers then have to experience the new methods among themselves (Kula, 1991; Sharan, 1990). Feedback from the above experiences has to be analysed, and only then will the teachers be ready to make the big step towards implementation (Sharan, 1990; Sharan & Hertz Lazarovich, 1982). Before and while taking the plunge, teachers have to be closely and methodically guided, and reflect on the process (Fullan, 1982).

School principals make pedagogical and administrative decisions on a daily basis. Some principals will make the decisions on their own, and others involve the teachers and work in a group. One assumption regarding the reason why a principal should be interested in a group process is that some decisions must be agreed upon by all workers in order to be effective (Mayer, 1963).

Friedman (1987) identifies four decision-making styles: an authoritative style, the consulting style, the group discussion style and the empowerment style. No style is good for all situations. An efficient leader, says Friedman, will be able to work in a variety of styles according to need. A principal should be a democratic leader who encourages the staff to be involved in the decision making process, who believes in change and development of new ideas. Some principals will initiate the reform and will be responsible for the whole process, while others might come up with the initiative, but will allow others to lead the process. In both cases, however, the principal has to be the leader of the reform and involved in all stages of the process.

When introducing changes, the principal has to find ways to involve the teachers in decisions that have to do with school policies. It is very important to include the parents and other members of the community in the process. By definition, the school principal is the leader of both administrative and pedagogical functions.

Guiding teachers: observing lessons and discussing the teachers' work with them is of the utmost importance. The Ministry of Education states that a principal must observe teachers' lessons, and give them advice and guidance. The teachers gain from this approach as well by getting continuous feedback, learning new methods, being appreciated and drawing conclusions for the future. It must be taken into consideration, though, that although pedagogically experienced, the principal cannot be an expert on all subjects and all teaching strategies. Therefore, in practice, most teachers do not regard the principal as their pedagogical leader, and rely more on their own judgement, trying to find the best ways to work with their students (Avida, 1984; Bergson and Melamed, 1965; Levy, 1985).

Staff development: One of the duties of the principal is to encourage teachers to develop and achieve a good professional level of teaching, to make sure that teachers keep learning and become updated in the changes in education in general and in their subject in particular.

The prevailing situation in Israel is that teachers are overloaded. This according to Woodcock (1993) affects their ability to deal with change and new initiatives. The teachers are quite isolated in their work. In order to administer successful changes, the teachers must have a chance to have professional dialogues, and work in co-operation. Teamwork is an essential aspect of teachers' work, and necessary if the school is to go through massive change. Researchers do agree that teamwork improves the teachers' relationships, which lead to greater satisfaction with their work (Sharan and Shachar, 1990). Teamwork means negotiations between teachers and other teachers, and between teachers and management. All these are necessary for the improvement of the system for the benefit of the clients - the students.

Parental and community involvement in school decisions and processes is another aspect of improvement and successful introduction of changes. A good community-school relationship is the responsibility of management, whose leader is the principal. The parental involvement idea is based on the fact that students' motivation stems from the child's everyday life out of school, of which the parents are a highly significant factor (Friedman, 1989).

Ties with the parents enable the principal to be more aware of the changes within the community, and of the changing public demands.

This, in turn, will help the principal to adapt to the social changes and decide on new ways, and with the cooperation of parents lead to more successful schoolwork. The principal must lead community involvement, so that all forces will be channelled in the same direction.

Having discussed the school principal as a manager and a leader, the following section will discuss women as school principals.

The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humor, but without folly.

(Jim Rohn)

Women Principals

Most researchers seem to be in agreement as to the notion that no school principal ought to manage alone. Successful management depends on the ability to act in genuine cooperation with the teachers. Principals cannot solve problems on their own, and when they create healthy working environment for teachers, the teachers will find solutions to the problems (Barkol, 1997).

Over the past few decades, more and more women occupy top positions in the domain of education. Having discussed the roles of the principal, the discussion will now focus on the issue whether female school principals ought to adopt what is considered a womanly leadership style, a manly style or a combination of both.

In the second half of the 1980s, the number of women in top positions has risen, and research began to emphasize the different voice of women managers in western society. The main notion was that women manage differently and have other priorities than men; their approach is more caring and involving rather than controlling, and they seek to manage in a rather democratic style focusing on interpersonal relationships (Eagly and Carli, 2007).

Reality reveals that when appointed, some of the women-principals are inclined to adopt manly norms, and as they get to management positions in mid-life, they are likely to adopt a solely womanly style.

Regan and Brooks (in Barkol, 1995) proposed a leadership model which they call "Relational Leadership" where manly and womanly traits are combined, and necessary for proper management. This leadership model is spiral, and sometimes a principal has to operate according to the manly system of properties, while at other times she has to operate according to the womanly one.

Relational leadership consists of five major components or properties:

- ❖ Collaboration – the ability to work in a group, help others and be helped by them, support, and empower the teachers via the joint activities;

- ❖ Caring – developing affection and closeness to the teachers, or in other words, stepping out of the personal framework unto others;
- ❖ Courage – the ability to venture into the unknown, examine new ideas and take risks in the benefit of the group;
- ❖ Intuition – placing emphases on both experience and thinking;
- ❖ Vision – the ability to express original ideas and allow others to weigh other options.

Women principals perceived as successful are described by Barkol (1997) as ambitious, having strong faith in their actions and vision, determined with a rare ability to excite others and lead them, a role model and a personal example of endless investment, regarding teachers as her partners, reinforcing them, believing in them and being highly attentive to their needs, helping teachers in distress, and at the same time insisting that teachers are meticulous and dedicated.

This description clearly demonstrates a combination of manly and womanly management styles, as in the model proposed by Regan and Brooks (1995).

In summary, it is possible for both men and women to reach top positions and full professional development, and although in general, women still get fewer management chances, this is not the case in the world of education, and women principals are capable of performing all the required managerial tasks successfully, sometimes introducing new management styles, which are often softer, but at the same time meticulous and demanding.

As mentioned earlier, this research engages in women principals in two types of schools: the comprehensive high school and the technological vocational school. Following is a general discussion of comprehensive versus technological schools so as to be able to understand the reality in which the researched women principals have to function.

Comprehensive VS Technological Vocational Schools

Some technological schools, which were originally low-level technological vocational schools have started working on a very high level, and gave their students a full "Bagrut"² certificate in addition to the technological certificate, which enabled the students to continue their studies in universities. Technological schools have had a great deal of prestige, and therefore, could not meet the needs of the lesser-privileged students. The stereotype of the weak, "stupid" learners who could not advance have remained. People continued believing that only those who had no choice went to the technological vocational frameworks offered by the Ministry of Labour. Learning a vocation was not respectable, although the working class earned its respect. The high price was and still is paid by the youngsters of immigrant families - in the past they were of African origins, today they come from both African countries and the CIS³. The negative image of these students and their schools prevails to this day. I have been a principal of a technological vocational school and worked very hard on changing the image of both the school and its students. The technological vocational school is perceived as a place where only underprivileged and economically poor students, who have no chance to succeed in life, study.

To some extent this has been true for many years. The establishment of the comprehensive high school system came as an attempt to meet the needs of all students. They do offer a variety of subjects that students can learn. Comprehensive high schools are also technological to some extent: they allow students to learn certain prestigious technological subjects, so that students, who want to have some vocation as well as the "Bagrut" certificate, can. Thus, the comprehensive schools offer subjects such as Electronics, Computers, Computerised design, Mechanics, Graphic Design, Accountancy, and a variety of secretarial subjects.

Most of these subjects are quite demanding, and do not suit those learners, who have problems adjusting to the strenuous system. In other words - the comprehensive high school provides the answers to relatively good students, who also have difficulties achieving the desired "Bagrut".

² "Bagrut" – High School Graduation Exams, which are necessary for the continuation of studies in academic institutions. A "Bagrut" certificate is a basic "ticket" to the work market.

³ Commonwealth of Independent States (the former Soviet Union)

A recent survey shows that the percentage of students in comprehensive schools who get the "Bagrut" certificate is very low (45%) ("Ha'Aretz", June 16th, 2010).

Comprehensive schools, apparently, provide a proper framework for weak learners as well. Students can enrol in a class where they will learn what they can, without taking "Bagrut" exams, but in practice, graduates of these classes finish high school with nothing to speak of in terms of a certificate. Most do not take the "Bagrut" (and are only entitled to a technological certificate. The conclusion is that the comprehensive school does not meet the needs of those very slow students because it is "Bagrut" oriented. The result is that these poor students waste their time. They do come out with a certificate that states that they have completed 12 years of schooling, but also with a long record of disruptive behaviour, terrible class attendance and totally unprepared for life. They attend comprehensive high schools mainly because their parents wish them to, because of the social consensus that all youngsters must attend school until they are 18 (Gan-Mor, 1997).

Being "Bagrut"⁴ oriented, the comprehensive school largely ignores the needs of the slow learners. Parents are not willing to admit that the framework is not suitable for their children, and find it quite comfortable that their children go to school near home, spend their time with proper friends, and are under the cautious care of "the national baby-sitter". That is why the comprehensive school is such a political success - one must admit that all students are taken care of. In practice, from my personal experience as a teacher, the weaker students pass their time at school in the most insignificant way. Socially they do very well, but is the purpose of going to school only social? The youngsters in question finish twelve years of schooling with huge educational gaps, which might hinder their future progress. They had better attend a school, which will cater for their needs and help them learn and do what they expect to do.

⁴ "Bagrut" – High School Graduation Exams, which are necessary for the continuation of studies in academic institutions. A "Bagrut" certificate is a basic "ticket" to the work market.

Contrary to the comprehensive system, the technological vocational school system offers practical solutions for these students who cannot find themselves in the regular system. Although they are right on the level of idealism, i.e. making room for all students, comprehensive schools are to some extent at fault. They ought to refer the weakest students to frameworks that will be appropriate for them. Following is a brief review at a technological vocational school and how it can help the students become responsible citizens in society.

The next section pertains to the technological vocational school system.

The Technological Vocational School

The technological vocational school system is a branch of the Israeli Education system. It began, as discussed in the introduction, as an immediate answer to the social need to find proper solutions for the rather “inferior” populations that immigrated in the early years of the state. Originally, the system started as a series of apprenticeship programs to teach the underprivileged students some vocation, so that they would not turn out to be a burden on society, and could earn some kind of a living. A law was passed to make sure that teenagers could work in industry, the youngsters would work in a factory, and at the same time learn a vocation. At the same time, students who could concentrate more on their learning took one-year courses ending up learning certain vocations. In time, policy makers realised that one-year courses were insufficient (Ackerman, 1985), and decided to turn the technological vocational system into a three-year schooling program. This is the direction at present. Even the technological vocational students have to attend high school for three years. This makes them a little more like their “comprehensive” counterparts.

The technological vocational system is not under the direct supervision of the Ministry of Education. The Ministry of Labour sponsors it. The latter also determines the curriculum, and controls the schools. The link to the Ministry of Education is only that the latter is in charge of all education in the country, and that technological vocational teachers get their licenses from the Ministry of Education. The conditions under which the teachers work are identical to those of all teachers. The technological vocational school system, although separated from the Ministry of Education, is a complete educational system: its graduates get official certificates; it offers all kinds of social activities in addition to practical and theoretical studies of the vocation.

Though organised like any other school, the technological vocational school has one function that it has is the community worker, who is in charge of the links between the students and the community. Students register to the technological vocational school after the completion of the ninth grade. Their basic skills and general knowledge are diagnosed to assess difficulties. Once enrolled in the school the student is offered a wide variety of technological subjects such as mechanics, vehicle electricity and maintenance, computerised graphics, computerised design,

office work, fashion design, practical nursing, cooking and hairstyling. The structure of the studies is totally different from that of the comprehensive high school. Although students are offered the chance to take partial "Bagrut"⁵, the school is not "Bagrut" oriented. Students in the tenth grade get about 18 weekly hours of practical work in addition to basic mathematics, Hebrew, English, Bible, history and physical education. One weekly hour is devoted to current affairs. In addition the social program is rather rich and involves volunteering in the community, trips and a drama course. Technological vocational schools are small, the atmosphere is intimate and the teachers are able to pay attention to all students. There are about 150 - 200 students in each technological vocational school, the schools are a district schools and offers transportation ad meals to those who live far away. The student population is diverse, which gives students a chance to get to know other cultures and respect people who are different from them. It is a mirror of Israeli society, as our students are Israeli born Jews, new immigrants from the CIS (commonwealth of Independent States) and Ethiopia, Druze, Moslem, Bedouins and more. A large part of the tenth grade is devoted to bringing the children together and working on their self-images by encouraging them. The students are also prepared for going to work, they are taught their duties and rights.

In the eleventh and 12th grades - the students study 3 days and go to work for three days. The community worker is in charge of introducing students to workplaces. This is done with the co-operation of parents and students. The students are paid for their work, thus gaining an improved sense of worth. In the three school days the students study the same basic subjects, which are taught so as to connect the youth to their roots and culture. Students also get about 10 weekly hours of the theory of their vocation. Those of them who intend to do the partial "Bagrut" (attend school more hours to complete their studies, and take some of their "Bagrut" exams at the end of the 11th grade; those who do not, start working on technological projects.

⁵ "Bagrut" – High School Graduation Exams, which are necessary for the continuation of studies in academic institutions. A "Bagrut" certificate is a basic "ticket" to the work market.

All students take the tests of the Ministry of Labour, which earn them a technological vocational-technological certificate that is acceptable by the Ministry of Labour and the IDF (Israeli Defence Forces). All graduates go to the army and usually work at their vocations. They come to the army prepared, as the army encourages students to learn these vocations. The army gives the students summer courses, and getting, for examples, driving lessons, rewards the good ones. Excellent students get a nice head start in their army service as corporals. Obviously, the technological vocational school really prepares the slow learners for life.

There is no doubt that the small school, personal attention and the large variety of practical subjects offered help these weak learners cope with school in particular and society and life in general. They learn that they are valuable, that they can work and do well, and that they do not have to depend on others for their living or self appreciation - if these students learn to value themselves, they will be appreciated by others.

Although the technological vocational framework is better than the comprehensive one in some aspects, it is not all good and there are a few drawbacks. The negative image still prevails despite all the improvements; many parents are reluctant to send their children to the technological vocational schools because of prejudice. The idea of sending the students to work three days a week is great on the one hand, but causes troubles on the other. It hinders discipline in schools, as the students lose touch with school; it causes some of the students to drop out of school and work full time, as they enjoy making money. The mixed population is problematic: Some parents do not agree for their children (especially daughters) to go to the same school with Druze and Moslems. Still, this is a system that is willing to invest in the students who simply vanish in the comprehensive school. Learning does take place, which means that these children can learn. They just have to do it differently. The technological vocational school does a lot for its students, but is still unable to rise above the negative image attached to it so many years ago.

Technological vocational schools do provide an answer to teenagers with insufficient intellectual skills for whom the comprehensive school is too academically demanding, and those who are considered "misfits", due to behaviour problems. These students are then kept off the streets and develop their skills by learning a vocation, although technological vocational students have a rather negative image.

Yet, although these frameworks started as “babysitters” to keep the youngsters off the streets and away from crime, there have been major developments, which led to a rather significant change. The youngsters actually learn, although not n a very high level. Yet, a great deal can be done to improve the technological vocational system even further.

The following chapter engages in the research methodology.

Methodology

The research engages in the study of women principals seeking to examine the issue of women school principals in Israeli technological vocational and comprehensive schools: their success, their problems, and their coping in a men's world as perceived by the principals and by their partners in the educational process: the teachers, the students and the parents. The research was based on feminist theories and leadership-management theories. This issue was examined in two types of Israeli schools: the vocational (technological) school and the comprehensive school.

This research combines quantitative and qualitative research methods so as to provide internal and external validity to the research. It is characterized by a combination of a closed-ended questionnaire with semi-structured interviews in order to better understand the participants' answers (Goetz and LeCompte, 1984).

The research was divided into two stages. The goal of the first stage is to examine the teachers', students' and parents' perceptions regarding the schools and the principals. This was achieved by quantitative means. The goal of the second stage is to expand knowledge about the principals' perceptions of their roles, performance and problems, and therefore the qualitative approach seemed to be suitable.

Quantitative Research

The quantitative part of this research consisted of closed-ended questionnaires which were administered to teachers, students and parents, and sought to identify attitudes to the school, to the school culture, to the principal and a variety of other school related issues.

Quantitative research involves the systematic collection of numerical information, often under conditions of considerable control and the analysis of that information using statistical procedures. Quantitative research is concerned with collecting and analyzing data that focus on numbers and frequencies, seeking to establish cause and effect, rather than on meaning or experience (Lanoe, 2003).

Quantitative Research derives from hypotheses, arising from defining the research goals. It claims to be objective by using specific data gathering tools such as

standard tests and questionnaires (Maykut & Morehouse, 1994). It is focused and usually deductive. Unlike qualitative researchers, quantitative researchers usually take an objective stand without being involved in the research field. Quantitative Research is positivist, meaning it can be predicted (Maykut & Morehouse, 1994). In other words, there is an objective reality, and the goal is to provide an accurate description of this reality. The research questions focus on the descriptions of connections between variables such as "To what extent...?", and "What's the connection between....?"

Quantitative Research stems from a clear, structured theory, and the research design is determined in advance, including the research tools and the measures to be used. The number of variables is relatively small, and the sample – large, random and as representative as possible. The researched unit constitutes a part of a greater whole (for instance, achievements, motivation), contrary to a holistic unit investigated in qualitative research (a person, a class, a school etc.). As research based on the scientific method (deriving from natural science), quantitative research seeks to isolate variables and create a "laboratory environment". The researcher is therefore "neutral", seeking to avoid involvement direct in the research, so as to have as little influence as possible. This is an approach which is essentially objectivist.

Quantitative research tools are structured: questionnaires, tests, observations and structured interviews. Usually, quantitative research studies a large sample, and data analysis is done statistically, and leads to conclusions and general rules.

Quantitative Research Tools

This research used closed-ended questionnaires as the main quantitative research tool. A questionnaire can be described as a method that seeks written or verbal responses from people to a written set of questions or statements. It is a research method when it is designed and administered solely for the purpose of collecting data as part of a research study. It is a quantitative approach since it is predetermined (constructed in advance), standardized (the same questions in the same order are asked of all the respondents) and structured (respondents are mainly required to choose from the list of responses offered by the researcher) (Parahoo, 1997).

The major reason for using questionnaires in this research was that a questionnaire is an extremely rapid and confidential tool for gathering information from a large sample. It stands to reason that in the case of this research, some of the participants would be reluctant to be identified, and would not wish to be interviewed face to face or even on the phone, the best approach was to administer questionnaires to parents, teachers and students, thus guaranteeing anonymity, and giving the respondents enough time to think about their attitudes and respond as truthfully as possible.

The main disadvantage of the questionnaire is that there is no opportunity to ask respondents to elaborate, expand, clarify or illustrate their answers. They cannot read body language nor do they allow the researcher to immediately interrogate a particular response. Though there is a large range of types of questionnaire (Cohen et. al. 2001), questionnaires in this research were administered to 95 technological school teachers and 88 comprehensive school teachers; 102 parents of technological school students and 90 parents of comprehensive school students; and– 101 12th Grade technological school and 91 comprehensive school students.

Questionnaires were closed-ended and items were devised in a 5 levels of agreement Lickert Scale. One advantage of using closed-ended questionnaires is that they can be easily pre-coded, thus making the processing of data for computer analysis a rather simple task. A rating scale is a useful device for the researcher, because it enables a degree of sensitivity and differentiation of response whilst still generating numbers (Cohen, Manion, and Morrison, 2000). Rating scales are extensively used in research because they "...combine the opportunity for a flexible

response with the ability to determine frequencies, correlations and other forms of quantitative analysis" (Cohen, Manion, and Morrison, 2000). Additionally, they enable the researcher to "...fuse measurement with opinion, quantity and quality" (Cohen, Manion, and Morrison, 2000).

The questionnaires sought to obtain information as to the teachers', students' and parents' attitudes to different aspects of school activities and their levels of satisfaction with them.

Among other things, the principal must motivate the teachers to be involved with students, be familiar with their problems, know the parents and meet the various needs of the customers. A principal who makes the teachers want to progress both on the personal and the professional level, does so by creating a good atmosphere in the school, a positive climate between management and staff, among staff members, and between teachers and their students (Yizraeli, 1997). School climate depends on the ties established between the principal and the teachers, students, parents and the entire community. A principal ought to create an atmosphere of trust and mutual respect.

As stated before, this work focuses on three aspects of the principal's role: the principal as a leader representing the school, the principal as a person of vision and the principal as the person who brings about productive and creative work, an agent of change. The principal must be able to get the teachers, students and parents to identify with the goals. Without the full identification, cooperation and mutual respect and trust of the staff and students, a principal cannot lead the school in the direction that has been set.

The quantitative research examined these issues as well as the issue of the woman principal through the various items on the questionnaire so as to assess the teachers', the students' and the parents' attitudes to the principal and to the school – the activities, the climate and the school culture under the principal's leadership.

Qualitative Research

This study uses qualitative methodology in a descriptive-interpretive-constructivist approach (Lincoln & Guba, 1994), which describes a complex phenomenon through the eyes of the participants and interprets it, that is - to describe the phenomenon and understand reality as it is perceived by those who experience it. It is assumed that knowledge derives from the meanings the social actors attribute to the particular reality they experience, and the researcher's interpretation of the evidence.

Interpretation of the reality is twofold- the participants interpret their reality, and later, the researcher creates an interpretive description as and seeks to say something more general about the actions of human beings.

Qualitative research is a general title for various research methods. Numerous tools are used such as observations, interviews, document analysis and so forth. The participants vary and include people, pictures and documents. The qualitative research paradigm is often described as the opposite of the more traditional quantitative research paradigm, as Strauss & Corbin define it: "By the term qualitative research we mean any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification" (1990, p.17). Denzin and Lincoln (2000) suggested a comprehensive definition of qualitative research. They maintain qualitative research is an activity whereby researchers examine things in their natural environment and try to find meaning or interpret phenomena in terms that are familiar to people (in: Shkedi, p. 3).

The quantitative method leans on existing theories and seeks to presents facts; it is detailed and structured, leaning on statistical analysis. It seeks to examine theories and find connections between variables, present facts, reaffirm hypotheses or refute them (Sabar Ben-Yehoshua, 1997). On the other hand, the qualitative approach seeks to develop awareness of a phenomenon, while describing different facets of the reality; it is flexible and general and highly descriptive. Qualitative research seeks to develop theories grounded in reality and based on comparisons and contrasts of the situation (Sabar Ben-Yehoshua, 2001).

Qualitative research gained recognition as a significantly contributing approach for educational research due to its potential to capture and reflect cultures, thoughts, developmental processes, knowledge and beliefs comprising a phenomenon, and individuals playing a role in it (Sabar-Ben-Yehoshua, 2001; Denzin and Lincoln, 1998). It is more suitable for presenting findings that lead to the implementation of practical solutions to educational problems than is research that tries to isolate variables and monitor them under controlled conditions which at times provide solutions of a prescriptive nature (Sabar-Ben-Yehoshua, 2001).

Lincoln and Guba (1985) coined the term “the human tool” as in qualitative research, the person is the research tool (Lincoln and Guba, 1985). Contrary to such research tools as photographs, notes, recordings, protocols and diaries, the “human research tool” has the ability to respond, has sensitivities and the ability to address all personal and environmental clues provided. The “human tool” can understand concepts and ideas, and has the ability to function in both overt and covert knowledge domains. The researcher’s goal is to turn covert knowledge into overt knowledge, which is usually rather hard.

Qualitative research is descriptive. The data are collected in words or pictures. The findings include descriptive quotes which demonstrate the reports, like the transcription of the interviews. Sometimes the research has a narrative nature. Qualitative researchers describe their findings inductively. They neither seek to confirm hypotheses nor to refute them. Rather they seek to describe the phenomenon and interpret it. A qualitative research continuum looks like a cycle starting with the collection of data, transcription, analyzing data, selecting the research topic, posing questions and going back to data collection. The researcher keeps collecting data, analyzing them and collecting again (Punch, 1988).

The qualitative approach attributes a good deal of significance to the way in which the participants regard the phenomenon. They are interested in knowing what the researched people think, what their beliefs and attitudes are, as well as what they expect. This also accounts for their behavior, as well as the processes in the field. In sum, qualitative research perceives the researched reality as a complex of interactions, observes the phenomenon as a whole, and seeks to interpret it from the participants’ perspectives.

The topic of the qualitative study needs to be explored. Qualitative research questions are open-ended, such as "What" or "How" and lead toward an open-ended inquiry free of pre-conceived assumptions. There are no theories available to explain the behavior of participants; rather they need to be developed based on the data collected. The study examines the participants in their natural setting, in the field of their practice, enabling the researcher to gather data in context.

Qualitative research describes and clarifies a complex phenomenon through the eyes of the participants. That is - it describes the phenomenon and reality as it is perceived by the ones experiencing it. Qualitative research focuses on processes rather than on products, highlighting the participants' opinions, feeling, attitudes and thoughts; using these, together with a description of their actions, to tell their stories, give them voice, and make sense of what is happening. It uses different data collection tools and different analysis techniques than those used in quantitative research, emphasizing different points and offering different types of insights. Insights are created via the participants' interpretations as well as the researcher's interpretation of the evidence (Sabar Ben-Yehoshua, 2001).

Using the qualitative approach allowed the researcher to hear the participants' subjective observations and interpretations of their role as leaders of a system. The present study uses qualitative methodology in a descriptive-interpretive-approach (Guba & Lincoln, 1994), which describes and clarifies a complex phenomenon studied through the eyes of the participants. That is - to describe the phenomenon and understand reality as it is perceived by those who experience it. The assumption is that the knowledge lies in the meanings the social actors relate to the particular reality they experience and the processes they go through, followed by the interpretation which the researcher gives to the findings.

The approach of this research is inductive in creating new understandings of existing and emerging issues. The inductive approach is based on collection of data from the field without a pre-existing theory and/or hypotheses. This method is employed in qualitative research, where the researcher goes into the field, collects as much data as possible, analyzes it, and then attempts to make sense of it through a process of interpretation.

This approach was used in the present study as it was deemed to be most appropriate for research in this field, where the context and the specific participants vary greatly, thus making an inductive approach to data collection and analysis more fruitful than the theory-based deductive approach.

Qualitative Research Tools

This research used in-depth interviews in order to attempt to get the participants' to express perceptions and thoughts. Arksey & Knight (1999) claim that interviews are means of helping people turn things which have thus far been covert into overt statements expressing their thoughts and innermost understandings. The principal objective of the interviews conducted in this research was to access the perceptions of the principals and uncover their attitudes and beliefs regarding issue of women and school management.

The interview is one of the main data collection tools in qualitative research. It is a very good way of accessing people's perceptions, meanings, their definitions of situations and constructions of reality. The interview seeks to understand the participants' experiences as well as the significance they attribute to them (Shkedi, 2003). The interview is a process of constructing reality where both sides, that of the speaker and that of the listener, contribute to it and are affected by it. Thus, the researcher is a research tool that is well directed and of significant skill, but also a human being with her own values and beliefs (Sabar Ben-Yehoshua, 2001). The interview is one of the most common ways in which we can try and understand others: it provides the researcher with access to the cultural context of the participants' behavior (Shkedi, 2003).

There are several types of interviews: structured interviews, which are, in fact, oral questionnaires, used mostly in quantitative research; focused interviews, which start with a pre-prepared list of questions, nevertheless allowing the researcher to deviate from the list if and when necessary, and unstructured, or open, interviews, in which the researcher asks a few general questions, then proceeding to carry on an open dialogue with the participant (Cohen, Manion & Morrison, 2002).

Yin (1985) argues that a focused interview has limited and more defined aims, makes good use of the available time, and provides specific information. He affords

priority to the open-ended, focused interview in a case study, noting that despite its natural and dialogical character it has aims known to both sides. Focused interviews involve a series of open-ended questions based on the topic areas the researcher wants to cover. The open-ended nature of the question defines the topic under investigation but provides opportunities for both sides to discuss some topics in more detail. The personal nature of the interview requires paying careful attention to the preparation phase, including planning the questions and creating the right atmosphere (Sabar-Ben-Yehoshua, 1990; Arksey and Knight, 1999).

Data collection via interviews is done in the research field. The researcher knows the fieldwork well, and some of the information is obtained by direct contact with the informants through semi-structured in-depth interviews.

The respondents were seven women principals of technological vocational and comprehensive schools. The interviews were conducted solely by the researcher, who has been a school principal for many years. As such, I had gained extensive practical knowledge about the researched issues, in addition to theoretical knowledge that has been gathered for this research

Moreover, the interviews were presented as ways of gathering information for research purposes. My former acquaintance with the respondents was used only to obtain their consent to participate in the interview. The interviews were piloted, and then the questions were refined to maximize research effectiveness.

According to Bryman (2001), interviews have the advantage of being flexible. On the other hand, they are time consuming what with the transcriptions and analysis. Semi-structured interviews were conducted in this research. The gathering of data is done through a verbal interaction between individuals. It differs from a questionnaire in which the respondents are asked to record their responses to set questions.

In a semi-structured interview, the researcher prepares a list of questions to be addressed, and gives the interviewee leeway on how to reply. The answers may not follow exactly the way they were designed. Similarly, questions that were not outlined in advance might also be referred to. The interview process is flexible in both cases. A semi-structured interview will be conducted in order to pursue "...what the interviewee views as important in explaining and understanding events, patterns, and forms of behaviour" (Bryman, 2001).

The approach of the qualitative part of this research is inductive in its attempt to create new understandings of existing and emerging issues. The inductive approach is based on collection of data from the field without a pre-existing theory and/or hypotheses – the researcher goes into the field, collects as much data as possible, analyzes it, and then attempts to make sense of it through a process of interpretation. This approach was used in the present study as it was deemed to be most appropriate for research in this field, where the context and the specific participants vary greatly, thus making an inductive approach to data collection and analysis more fruitful than the theory-based deductive approach.

Qualitative researchers focus on the process rather than the product. The qualitative research examines phenomena, highlighting the participants' opinions, feelings, attitudes and thoughts; using these, together with a description of their actions, to tell their stories, give them voice, and make sense of what is happening. It uses different data collection tools and different analysis techniques than those used in quantitative research, emphasizing different points and offering different types of insights.

The current research is designed in a way that combines elements of one method (such as structured questionnaires) and elements of the other method (such as in-depth interviews). This research approach seeks to enhance both quantitative research and qualitative research. It uses the advantages of each method and minimizes weaknesses.

Combined Qualitative and Quantitative Research

This type of research combines quantitative research and qualitative research in order to provide internal and external research validity. It is characterized by a combination of closed-ended questionnaires administered to teachers, students and parents, with semi-structured interviews conducted with women principals of technological and comprehensive schools, in order to get a fuller picture of the situation under research.

The combined type of research simultaneously combines the methods of quantitative research and those of qualitative research. The focus of the integration is on new approaches to data collection, and the research is designed in a way that combines elements of one method (such as structured questionnaires) and elements of the other method (such as in-depth interviews). This research method seeks to enhance both quantitative research and qualitative research. It uses both types' strong points and minimizes weaknesses. For instance, in the description of qualitative research I used the description of reality as proposed by Johnson & Onwuegbuzie (2004), expressed in interviews with the principals, regarding their attitudes and perceptions. On the other hand, I could increase the number of teachers, students and who answered the closed-ended questionnaires and thus get a more complete picture of the researched issue.

Data in qualitative research are raw materials which serve as grounds for analysis, such as interviews conducted by the researcher and are tape-recorded and transcribed. Data can also be diaries, pictures, documents and articles.

Quantitative research is scientific and objective, as it is based on a systematic examination of hypotheses, and involves statistical information that can be easily measured. However, this type of research does not necessarily suit the social and educational domains, where variables often overlap, and samples cannot be random. Qualitative researchers do not wish to make generalizations based on their findings, but they do expect to generate statements about general social processes, and assume that human behavior is not random, and therefore they do not engage in the generalizations of their findings, but rather in presenting a detailed descriptions of behaviors, situations and phenomena, even if the latter are exceptional, so as to enhance understanding of the researched phenomenon.

Qualitative evidence, then, is open to interpretation, which raises the issue of its objectivity, and the question is whether qualitative research can be objective, or should it? While objectivity pertains to external processes, which yield results which can be repeated, qualitative research emphasizes the need for subjective interpretation of social phenomena. The question is whether this subjectivity influences the research data (Sabar Ben-Yehoshua, 1999)

Since the researcher is continuously involved in the research process, it is possible for the researcher to report what he or she wants to see rather than what actually took place. The researcher's subjectivity might indeed influence data gathering, and that is why the researcher must adhere to the rules so as to ensure research reliability. One way of doing that is taking notes of the researcher's observations and impression in addition to recording the process or writing protocols. This leads to the issue of research validity and reliability.

Research Validity and Reliability

The characteristics of the qualitative research, which focuses on the researchers as the preferable research tool, challenge the reliability of this type of research. When the research is based on the personal perspective of the researchers, how can they assure their own reliability?

Several procedures were developed to help maintain the quality of the qualitative research. Guba and Lincoln (1994) described the concept of *trustworthiness* was to be tested by different strategies such as: dependability (the extent to which it is possible to rely on the collected data) credibility (depends on the richness of the information gathered and on the researcher's analytical abilities); transferability (providing sufficient information that can then be used by the reader to determine whether or not the findings are applicable to other situations), and confirmability (or neutrality (not judging and reporting the findings in a balanced way) (Sabar Ben – Yehoshua, 1997).

On the other hand, in a qualitative research subjectivity is taken into consideration and the researcher's involvement is part of the research. The value of my personal involvement is having a deep and detailed knowledge on the subject that enabled the research to overcome the disadvantages of the time obstacles.

Ethical Considerations

Ethics and ethical considerations lie at the basis of qualitative research which takes pride in being based on firm moral ground (Sabar-Ben-Yehoshua, 1995). Qualitative researchers often encounter ethical concerns in the course of their work. They face these concerns and deal with them to the best of their abilities, recording them as part of the research process, thus making them transparent to the reader. Miles and Huberman (1994) list several issues that researchers should consider when analyzing data. They caution researchers to be aware of these and other issues before, during, and after the research process.

Ethical principles revolve around four areas of concern: avoiding harm done to participants, ensuring informed consent, avoiding invasion of privacy, and deception, or “inducing participants to perform reprehensible acts” (Bryman, 2001).

In order to observe ethical rules and respect the principals’ privacy and work security the participants were informed as to the goals of the research and the researcher obtained their consent to be part of the research. The research statement of purpose communicates more than just the nature of the problem.

The data was stored and analysed in encoded form, while maintaining confidentiality.

The findings are represented anonymously, without giving away any details regarding a specific participant. To protect my participants and their privacy, I promised to keep their information confidential. Their names have been changed, and so have the names of the schools where the research was conducted. The materials collected in the group are kept in a safe and well protected place.

Research Population

The quantitative research population consisted of:

- Teachers - 95 technological school teachers and 88 comprehensive school teachers;
- 192 parents – 102 parents of technological school students and 90 parents of comprehensive school students; and
- 192 12th Grade students – 101 technological school students and 91 comprehensive school students.

The qualitative research population consisted of seven female school principals – four technological school principals and three comprehensive school principals, who had been in their positions for five years or more. All principals were in schools in the Northern district of Israel.

Research Procedure

The research population was selected rather randomly, and actually, was “randomly forced” on the researcher. When setting out to do this research, I approached a large number of school principals in the northern district of Israel, asking their permission to conduct my research in their schools. The schools were chosen according to locations, for reasons of convenience.

Principals were reluctant to cooperate when I asked for their help and permission to administer the questionnaires in their schools.

Most principals were quite accommodating when it came to interviewing them, but less so when it came to going into classes and administering the questionnaires to students. Like a well oiled machine, each principal tried to avoid me. Principals came up with an array of reasons and excuses why I could not conduct the research in their schools: “Ask the school Inspector for permission”, “I am sorry, but this is a hard time, and I do not want to burden the teachers more”, “Come back later”, “My teachers do not like to fill in questionnaires”. I was thus rejected time and again. It took a good deal of time and effort to convince some of the principals to cooperate,

and the compromise was that the principals were given the questionnaires and promised to administer in their 12th grade classes at random.

They did administer the questionnaires. Not all the students filled out the questionnaires, and the researcher was not informed as to the reasons which students were chosen and why. So as far as I am concerned, the student-population was quite random.

The principals who agreed to cooperate are those that were interviewed, thus I obtained information from the "two sides of the same coin" – all participants were in the same schools.

As for the teachers, the principals also administered the questionnaires to teachers who were willing to cooperate and participate in the research.

The questionnaires were administered to parents in two ways: some parents received them personally in the schools (when they came to parents'-teachers' meetings), but the majority answered the questions via a phone survey which I conducted personally.

The quantitative data were collected by means of questionnaires administered to teachers, parents and students. This was done to gain all school participants' attitudes to the principals' work.

The data were statistically analyzed to find the participants' attitudes to their schools and the work of the principals. The samples were compared according to school types.

Qualitative data were collected via in-depth interviews with the seven school principals. The interviews revealed their personal perspectives, their beliefs, perceptions, feelings and patterns of management (Paton, 2002).

The interviews were conducted in different places according to the relevant principal's choice. Some took place in their homes, while others preferred to be interviewed at school.

The interviews lasted 2 – 3 hours each and were recorded and later transcribed as recommended by Sabar Ben-Yehoshua (1999). The interviews included the principals' perceptions of their role, how they got to their positions, their educational

approaches, their management patterns, coping with problems and challenges, introducing changes, and interacting with teachers, workers and students.

Research Questions

The research seeks to examine the perceptions of principal-leaders in the education system in Israeli comprehensive and technological schools. The qualitative research questions seek to assess their success according to the following questions:

- What were the reasons that led these women to management?
- Are there any factors that contributed to the women's professional success?
What are they?
- Are there any unique feminine management characteristics or style?

Research Findings

The research findings were obtained from quantitative research (via closed-end questionnaires) and qualitative research (via interviews).

The quantitative research sought to assess the teachers', students' and parents' attitudes to the school. Since the principal is in charge of the school and all school aspects are her responsibility, the quantitative data should add a dimension to the descriptions of the principals in the qualitative research, thus presenting the views regarding the principals' performance from both different perspectives, and validating the principals' accounts.

The research findings will be presented in two separate chapters:

- A. The quantitative research findings
- B. The qualitative research findings

Quantitative Research Findings

This chapter presents the quantitative research findings. Satisfaction questionnaires were administered to three different populations: teachers, students and parents. The findings are presented in three sub-chapters according to the research populations

1. The findings in the teachers' population
2. The findings in the students' population
3. The findings in the parents' population

The Findings in the Teachers' Population

The teachers' population consisted of 95 teachers from technological school. Most participants (68.9%) were women; 87.4% had academic education. The teachers' mean age was 30 years and they had a mean seniority of 13 years.

Teachers in Technological Schools

Since the assumption of this research is that women principals still have to struggle for their being accepted and appreciated in their management positions, a comparison was made between attitudes to male principals and women ones. The attitudes to the principals were examined in four Technological vocational schools with men principals were compared to those schools led by women. The following table presents the summary of the attitudes of technological school teachers managed by women and the attitudes of technological school teachers managed by men.

Table 1 presents the teachers' answers regarding their attitudes to the principal were given on a scale of 1 – 5. The higher the score, the more positive the teacher's attitude. The mean grade is between 2.15 and 2.53. These means reveal reserved attitudes to the principal's performance among technological school teachers (Table 1). In contrast, the scores given to male principals were higher compared to those given to women principals in all items.

It has to be noted that only four technological vocational high schools with male principals were examined, trying to find whether teachers do indeed prefer to be led by men. This is not a finding pertaining to all schools, nor can it be used to make any generalizations and the issue has to be researched separately; my curiosity as a researcher led me to make that sample comparison to find out whether there would be differences in the teachers' attitudes in the case of vocational schools (See Appendix 3).

Table 1: Attitudes to the Principal

Item No.	Item	School Managed by	
		Female	Male
1	The principal identifies with the school and its objectives and develops a quality staff	2.43	4.47
2	The principal initiates or introduces changes	2.41	4.45
3	The principal initiates and encourages pedagogical projects and unique study programs.	2.33	4.40
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.	2.37	4.28
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.	2.37	3.74
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" ⁶ certificate	2.36	4.54
7	The principal employs every available resource to "sell" the school in town and out of it.	2.53	4.40
8	The principal sets an example in her dedication to work.	2.30	4.72
9	The principal sets an example in her behaviour.	2.28	4.68
10	The principal is caring and sensitive	2.52	4.01
11	The principal allows autonomy in decision making to those who are in charge of teams.	2.38	4.10
12	The principal rewards staff members on meeting deadlines.	2.52	3.27
13	The principal sets goals and objectives, which are challenging and significant to the staff.	2.48	4.03
14	The principal believes that all staff members have great potential	2.30	4.25
15	The principal works hard at developing the professional skills of staff members	2.24	4.17
16	The principal cares for educational and academic initiatives	2.27	4.34
17	The principal leads changes in the pedagogical, social and achievements domains	2.21	4.32
18	The principal draws conclusions from feedbacks	2.15	4.21

⁶ "Bagrut" – High School Graduation Exams, which are necessary for the continuation of studies in academic institutions. A "Bagrut" certificate is a basic "ticket" to the work market.

Table 2: Correlation between Attitudes to the Female Principal and the teacher's background information

Item No.	Item	Age	Education	Seniority
1	The principal identifies with the school and its objectives and develops a quality staff	-0.13	0.015	0.165
2	The principal initiates or introduces changes	0.045	0.008	0.198
3	The principal initiates and encourages pedagogical projects and unique study programs.	0.045	-0.059	0.220*
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.	0.024	-0.018	0.204*
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.	0.089	0.001	0.052
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" certificate	0.112	-0.010	0.130
7	The principal employs every available resource to "sell" the school in town and out of it.	0.185	-0.059	0.195
8	The principal sets an example in her dedication to work.	0.121	-0.073	0.201
9	The principal sets an example in her behaviour.	0.198	-0.108	0.303**
10	The principal is caring and sensitive	0.111	0.127	0.124
11	The principal allows autonomy in decision making to those who are in charge of teams.	0.275**	-0.239*	0.222*
12	The principal rewards staff members on meeting deadlines.	0.056	-0.005	0.045
13	The principal sets goals and objectives, which are challenging and significant to the staff.	0.085	-0.007	0.037
14	The principal believes that all staff members have great potential	0.209*	0.027	0.145
15	The principal works hard at developing the professional skills of staff members	-0.094	0.132	-0.110
16	The principal cares for educational and academic initiatives	-0.028	0.038	0.010
17	The principal leads changes in the pedagogical, social and achievements domains	0.035	0.037	0.060
18	The principal draws conclusions from feedbacks	0.176	-0.041	0.163

Reading Table 2 reveals that in most cases attitudes to the female principal are not influenced by the teacher's age or education. Except for the sense of autonomy, older teachers and teachers with lower education levels feel that they are autonomous; younger and more educated teachers feel their autonomy is limited. The attitudes are probably influenced by the teacher's seniority: veteran teachers feel the principal encourages initiatives, maintains a process of planning according to allocated resources and monitors implementation of plans accordingly; the principal is a role model and allows for autonomy. It seems that in comparison, teachers with less seniority are more critical.

It is important to note that no differences were found in attitudes towards principals within male and female teachers. In the research sample 37% of the teachers were men.

A comparison between the attitudes of male teachers and female ones yielded a significant difference pertaining to three items: The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff; the principal sets an example in her behaviour and the principal rewards staff members on meeting deadlines. Regarding these three items, the attitudes of male teachers ranked higher than those of female teachers. In the research sample 59.1% are male teachers.

Table 3: Attitudes towards the School

	Item	Mean
1	School works effectively	3.66
2	The atmosphere among teachers is very good	3.59
3	I feel free to work according to my perception and understanding	3.80
4	Teachers at school have a feeling that they belong and are needed	3.77
5	The office services are available to the teachers	4.01
6	Teachers devote some of their free time to helping students with problems	3.91
7	Staff meetings are purposeful and teachers are interested in "reaching the goal"	3.52
8	The principal encourages changes	3.76
9	There are informal encounters among school teachers	3.14
10	There are many arguments among teachers	2.36
11	The principal remains after working hours to help teachers	3.72
12	Administrative paperwork in this school is a nuisance	2.48
13	Teaching aids are available to teachers	3.54
14	Generally, the teachers have a good deal of initiative and originality	3.59
15	The principal is a role model in his/her dedication to work	3.89
16	The teachers enjoy social contacts during work hours	3.87
17	Teachers are socially engaged in limited social groups	3.16
18	Teachers have to participate in too many meetings	3.00
19	The Principal will not hear opinions that are contrary to his/her own	2.31
20	Teachers cooperate so as to reach shared professional goals	3.80
21	With the level of the students' academic achievements	3.62
22	With the extent to which school initiates and encourages social activities	3.92
23	With the extent to which school develops the student's independent learning skills	3.15
24	With the extent to which school prepares its students	3.69
25	With the extent to which the school develops the students' motivation for achievements	3.39
26	The rate of student absentees is a problem	2.44
27	The students discipline and organisation is a problem	2.93
28	The amount of under-achieving students is a problem	3.02

	Item	Mean
29	To what extent do the organizational structure and role definitions at school change to suit the changing school's goals and objectives?	3.40
30	To what extent do you believe stake holders at school have the skills to perform their roles successfully?	2.87
31	How clear or unclear is the role definition and areas of responsibility with the school staff?	4.09
32	To what extent does the school operate consistently or inconsistently to reach the declared goals despite the difficulties?	4.11
33	To what extent does the principal serve as a role model in his / her behavior?	4.34
34	To what extent do you feel the principal is caring and sensitive or not?	3.95
35	To what extent does the principal compromise in his/her demands for a high achievement level?	2.92
36	To what extent is autonomy given to stake holders to make their decisions in the domains for which they are responsible?	3.64
37	To what extent does the school principal monitor the extent to which staff members reach the goals assigned to them?	3.85
38	To what extent does the principal reward staff members for reaching goals?	2.82
39	To what extent does the school principal set goals and objectives that are of significance?	4.00
40	To which extent does the principal act believing that each member of the staff has potential for advancement and improvement?	4.14
41	To what extent does the principal invest efforts in developing the staff members' professional development?	3.56
42	To what extent do staff members initiate the issues which should be part of the decision making process at school?	3.17
43	To what extent are decisions implemented?	3.98
44	To what extent is there follow-up on the implementation of decisions?	3.59

Table 4: Attitudes to the School according to Domains

The 45 statements engaging in teachers' attitudes towards school have been divided into four categories. The following are the mean grades of the teachers' answers in these categories:

Category	Alpha Cronbach	Mean
School Management	0.668	3.62
Teachers' performance and involvement	0.734	3.55
Principal's performance and involvement	0.915	3.72
Student development	0.713	3.43

Table 4 reveals that alpha Cronbach values are high. This means that measurement in the categories is stable. Mean grades in all categories are above 3, which testifies to teachers' positive attitudes.

Table 5: Grading the Principal's Traits

		Principal Grade	Significance of trait
46	The principal consults the staff before deciding	2.29	1.78
47	The principal makes his or her own decisions and notifies the staff.	2.78	3.14
48	The principal makes the decision, but enables the staff to express opinions before announcing it	2.46	2.51
49	The principal emphasizes the way the group works in the process of analyzing the problem and making the decision.	2.22	2.05

Table 5 reveals that the trait which most teachers believe is the most important is for the principal to make her own decisions and inform the staff about them. This trait received the highest mean grade. Nevertheless, it should be noted that the grades for the different traits are relatively low (below 3).

Table 6: School Culture

		Principal Grade
54	It is known that in some schools there is a problem of not focusing on shared goals. In your opinion how focused or unfocused is the staff at your school with regard to shared goals?	3.72
55	In some schools there is a problem of lack of teacher co-operation. In your opinion what is the level of co-operation at your school?	3.83
56	To what extent does the staff adhere to a norm of readiness to discuss conflicts constructively (direct discussion without hurting or being personally hurt)?	3.49
57	To what extent does the staff engage in open discussions of difficulties and deliberations (staff members willing to share their success /failure with others)?	3.22
58	To what extent is there a supportive or unsupportive atmosphere in the staff?	4.01
59	To what extent does the staff adhere to a norm of openness in expressing opinions and feelings?	3.90
60	To what extent does the staff engage in mutual sharing of knowledge and experiences?	3.78
61	To what extent does the staff adhere to a norm of working in teams on different subjects?	3.93

Table 6 reveals that the level of satisfaction with the school's culture is relatively high (above 3). It has to be noted that teachers the staff engage in mutual sharing of knowledge and experiences.

In summary, the technological school teachers' answers reveal reserved attitudes to the principal's performance. In most cases, attitudes towards the principal are not affected by the teachers' age and education, except with the sense of autonomy, where older teachers and teachers with lower education levels feel that they are autonomous; younger and more educated teachers feel their autonomy is limited. The attitudes are probably influenced by the teacher's seniority: veteran teachers feel the principal encourages initiatives, maintains a process of planning according to allocated resources and monitors implementation of plans accordingly; the principal is a role model and allows for autonomy. It seems that in comparison, teachers with less seniority are more critical. Most teachers in technological schools report that the most important trait is for the principal to make her own decisions and inform the staff about them. Compared to attitudes to the principal, the teachers' attitudes to school are more positive. There is a relatively high level of satisfaction with the school's culture. The teachers mostly report that there is a warm and supportive atmosphere.

Teachers in Comprehensive Schools

The following table presents the summary of the attitudes of comprehensive school teachers managed by women and the attitudes of teachers of schools managed by men.

Table 7: Attitudes to the principal

Item No.	Item	School Managed by	
		Female	Male
1	The principal identifies with the school and its objectives and develops a quality staff	1.59	4.38
2	The principal initiates or introduces changes	1.61	4.08
3	The principal initiates and encourages pedagogical projects and unique study programs.	1.67	4.06
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.	1.74	3.91
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.	1.78	3.87
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" (See Appendix 3) certificate	1.54	4.01
7	The principal employs every available resource to "sell" the school in town and out of it.	1.53	4.06
8	The principal sets an example in her dedication to work.	1.55	4.40
9	The principal sets an example in her behaviour.	1.58	4.32
10	The principal is caring and sensitive	1.63	4.14
11	The principal allows autonomy in decision making to those who are in charge of teams.	1.84	4.01
12	The principal rewards staff members on meeting deadlines.	1.84	3.79
13	The principal sets goals and objectives, which are challenging and significant to the staff.	1.80	4.19
14	The principal believes that all staff members have great potential	1.68	4.26
15	The principal works hard at developing the professional skills of staff members	1.48	4.27
16	The principal cares for educational and academic initiatives	1.47	4.33
17	The principal leads changes in the pedagogical, social and achievements domains	1.46	4.09
18	The principal draws conclusions from feedbacks	1.46	4.19

The teachers' answers regarding their attitudes to the principal were given on a scale of 1 – 5. The higher the score, the more positive the teacher's attitude. The mean grade is between 1.46 and 1.84. These means reveal negative attitudes to the principal's performance in comparison with technological school teachers (Table 7). In contrast, the scores given to male principals were higher compared to those given to women principals in all items.

Table 8: Correlation between Attitudes to the Female Principal and the Teacher's Background Information

		Age	Education	Seniority
1	The principal identifies with the school and its objectives and develops a quality staff	0.246*	-0.199*	0.135
2	The principal initiates or introduces changes	0.268**	-0.224*	0.140
3	The principal initiates and encourages pedagogical projects and unique study programs.	0.297**	-0.136	0.196*
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.	0.359**	-0.225*	0.187
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.	0.385**	-0.201*	0.179
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" (See Appendix 3) certificate	0.379**	-0.149	0.187
7	The principal employs every available resource to "sell" the school in town and out of it.	0.374**	-0.090	0.213*
8	The principal sets an example in her dedication to work.	0.260**	-0.083	0.140
9	The principal sets an example in her behaviour.	0.356**	-0.212*	0.198*
10	The principal is caring and sensitive	0.391**	-0.382**	0.217*
11	The principal allows autonomy in decision making to those who are in charge of teams.	0.326**	-0.335**	0.121
12	The principal rewards staff members on meeting deadlines.	0.282**	-0.131	0.096
13	The principal sets goals and objectives, which are challenging and significant to the staff.	0.274**	-0.085	0.085
14	The principal believes that all staff members have great potential	0.305**	-0.158	0.164
15	The principal works hard at developing the professional skills of staff members	0.302**	-0.146	0.111
16	The principal cares for educational and academic initiatives	0.306**	-0.129	0.217*
17	The principal leads changes in the pedagogical, social and achievements domains	0.224**	-0.125	0.068
18	The principal draws conclusions from feedbacks	0.156	-0.066	0.002

Reading Table 8 reveals that in most cases attitudes to the female principal are influenced by the teacher's age or education: the older the teacher, the more positive the attitudes. Veteran teachers with lower education levels report more positive attitudes; younger and more educated teachers report more critical attitudes. A comparison between the attitudes of male teachers and female ones yielded a significant difference pertaining to three items: The principal rewards staff members on meeting deadlines (men manifested more positive attitudes); The principal sets goals and objectives, which are challenging and significant to the staff and The principal believes that all staff members have great potential (more positive attitudes with female teachers). The research sample included 39.6% male teachers.

Table 9: Correlation between Attitudes to the Female Principal and the Teacher's Background Information

	Item	Age	Education	Seniority
1	The principal identifies with the school and its objectives and develops a quality staff	0.085	-0.119	0.235
2	The principal initiates or introduces changes	0.109	-0.259*	0.148
3	The principal initiates and encourages pedagogical projects and unique study programs.	-0.089	0.140	0.151
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.	0.154	0.105	0.345
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.	0.140	-0.420**	-0.404*
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" (See Appendix 3) certificate	0.186	0.192	-0.087
7	The principal employs every available resource to "sell" the school in town and out of it.	0.178	-0.154	-0.016
8	The principal sets an example in his dedication to work.	-0.057	0.298**	0.027
9	The principal sets an example in her behaviour.	-0.060	0.445*	0.134
10	The principal is caring and sensitive	-0.307**	0.273*	-0.293
11	The principal allows autonomy in decision making to those who are in charge of teams.	0.012	-0.242*	-0.429*
12	The principal rewards staff members on meeting deadlines.	-0.004	-0.141	-0.601**
13	The principal sets goals and objectives, which are challenging and significant to the staff.	0.372**	-0.123	-0.246
14	The principal believes that all staff members have great potential	0.086	-0.433**	-0.680**
15	The principal works hard at developing the professional skills of staff members	0.266*	-0.254*	-0.631**
16	The principal cares for educational and academic initiatives	0.314**	-0.259*	
17	The principal leads changes in the pedagogical, social and achievements domains	0.320**	-0.166	-0.381
18	The principal draws conclusions from feedbacks	-0.098	-0.291**	-0.649**

Table 9 reveals that in most cases attitudes to the principal are influenced by the teacher's age, seniority or education. The older the teacher, the more positive the attitudes, except for with the statement, "The principal is caring and sensitive", where the attitudes of the older teachers are reserved. Mostly, the higher the level of education the more reserved the teacher's attitudes. However, there are statements where more educated teachers have more positive attitudes - "The principal sets an example in his dedication to work", "The principal sets an example in her behaviour" and "The principal is caring and sensitive".

More positive attitudes to men-principals were found in the following items: "The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut"⁷ certificate", "The principal employs every available resource to "sell" the school in town and out of it", and The principal cares for educational and academic initiatives. This is in comparison to women principals where the more positive attitudes pertained to the following items: "The principal identifies with the school and its objectives and develops a quality staff" and "The principal is caring and sensitive".

In the research sample 66.7% are male teachers.

⁷ "Bagrut" – High School Graduation Exams, which are necessary for the continuation of studies in academic institutions. A "Bagrut" certificate is a basic "ticket" to the work market.

Table 10: Attitudes towards the School

	Item	Mean
1	School works effectively	4.09
2	The atmosphere among teachers is very good	3.77
3	I feel free to work according to my perception and understanding	4.26
4	Teachers at school have a feeling that they belong and are needed	4.04
5	The office services are available to the teachers	4.46
6	Teachers devote some of their free time to helping students with problems	3.85
7	Staff meetings are purposeful and teachers are interested in "reaching the goal"	3.68
8	The principal encourages changes	4.31
9	There are informal encounters among school teachers	3.26
10	There are many arguments among teachers	2.69
11	The principal remains after working hours to help teachers	4.12
12	Administrative paperwork in this school is a nuisance	2.56
13	Teaching aids are available to teachers	4.01
14	Generally, the teachers have a good deal of initiative and originality	3.91
15	The principal is a role model in his/her dedication to work	4.53
16	The teachers enjoy social contacts during work hours	4.01
17	Teachers are socially engaged in limited social groups	3.40
18	Teachers have to participate in too many meetings	3.36
19	The Principal will not hear opinions that are contrary to his/her own	1.99
20	Teachers cooperate so as to reach shared professional goals	3.83
21	With the level of the students' academic achievements	3.79
22	With the extent to which school initiates and encourages social activities	4.17

	Item	Mean
23	With the extent to which school develops the student's independent learning skills	3.52
24	With the extent to which school prepares its students	3.93
25	With the extent to which the school develops the students' motivation for achievements	3.78
26	The rate of student absentees is a problem	2.91
27	The students discipline and organisation is a problem	2.96
28	The amount of under-achieving students is a problem	3.19
29	To what extent do the organizational structure and role definitions at school suit the school's goals and objectives?	3.85
73	To what extent do the organizational structure and role definitions at school change to suit the changing school's goals and objectives?	3.54
31	To what extent do you believe stake holders at school have the skills to perform their roles successfully?	3.38
32	How clear or unclear is the role definition and areas of responsibility among the school staff?	3.95
33	To what extent does the school operate consistently or inconsistently to reach the declared goals despite the difficulties?	4.22
34	To what extent does the principal serve as a role model in his / her behaviour?	4.34
35	To what extent do you feel the principal is caring and sensitive or not?	4.21
36	To what extent does the principal compromise in his/her demands for a high achievement level?	2.51
37	To what extent is autonomy given to stake holders to make their decisions in the domains for which they are responsible?	3.83
38	To what extent does the school principal monitor the extent to which staff members reach the goals assigned to them?	4.04
39	To what extent does the principal reward staff members for reaching goals?	3.18
40	To what extent does the school principal set goals and objectives that are of significance?	3.98
41	To which extent does the principal act believing that each member of the staff has potential for advancement and improvement?	4.06
42	To what extent does the principal invest efforts in developing the staff members' professional development?	4.02
43	To what extent do staff members initiate the issues which should be part of the decision making process at school?	3.23
44	To what extent are decisions implemented?	3.78
45	To what extent is there follow-up on the implementation of decisions?	3.98

Table 11: Attitudes to the School according to Domains

The 45 statements engaging in teachers' attitudes towards school have been divided into four categories. The following are the mean grades of the teachers' answers in these categories:

Category	Alpha Cronbach	Mean
School Management	0.549	3.84
Teachers' performance and involvement	0.525	3.58
Principal's performance and involvement	0.887	3.95
Student development	0.607	3.51

Table 11 reveals that alpha Cronbach values are satisfactory. The conclusion is that measurement in the examined areas is stable. Mean grades in all categories are above 3, which testifies to teachers' positive attitudes.

Table 12: Grading the Principal's Traits

		Principal Grade	Significance of trait
46	The principal consults the staff before deciding	2.37	2.04
47	The principal makes his or her own decisions and notifies the staff.	2.82	2.96
48	The principal makes the decision, but enables the staff to express opinions before announcing it	2.47	2.39
49	The principal emphasizes the way the group works in the process of analyzing the problem and making the decision.	1.93	2.13

Table 12 reveals that the trait which most teachers believe is the most important is for the principal to make her own decisions and inform the staff about them. This trait received the highest mean grade. Nevertheless, it should be noted that the grades for the different traits are relatively low (below 3).

Table 13: School Culture

		Principal Grade
54	It is known that in some schools there is a problem of not focusing on shared goals. In your opinion how focused or unfocused is the staff at your school with regard to shared goals?	3.46
55	In some schools there is a problem of lack of teacher co-operation. In your opinion what is the level of co-operation at your school?	3.65
56	To what extent does the staff adhere to a norm of readiness to discuss conflicts constructively (direct discussion without hurting or being personally hurt)?	3.37
57	To what extent does the staff engage in open discussions of difficulties and deliberations (staff members willing to share their success /failure with others)?	2.89
58	To what extent is there a supportive or unsupportive atmosphere in the staff?	3.91
59	To what extent does the staff adhere to a norm of openness in expressing opinions and feelings?	3.77
60	To what extent does the staff engage in mutual sharing of knowledge and experiences?	4.07
61	To what extent does the staff adhere to a norm of working in teams on different subjects?	3.68

Table 13 reveals that the level of satisfaction with the school's culture is relatively high (above 3). It has to be noted that teachers state the staff engage in mutual sharing of knowledge and experiences.

In summary, the comprehensive school teachers' answers reveal reserved attitudes to the principal's performance. In most cases, attitudes towards the principal are not affected by the teachers' age and education. It seems younger (compared to older) and more educated teachers (compared to the less educated ones) are more critical. Most teachers in comprehensive schools report that the most important trait is for the principal to make her own decisions and inform the staff about them. Compared to attitudes to the principal, the teachers' attitudes to school are more positive. There is a relatively high level of satisfaction with the school's culture. The teachers mostly report that there is a warm and supportive atmosphere.

Table 12 reveals that the trait which most teachers believe is the most important is for the principal to make her own decisions and inform the staff about them. This trait received the highest mean grade. Nevertheless, it should be noted that the grades for the different traits are relatively low (below 3).

Comparison between Technological Schools Teachers and Comprehensive Schools Teachers

Table 14: Comparison between Teachers Attitudes towards School

	Item	Tech'	Comp'	Sig.
1	The principal identifies with the school and its objectives and develops a quality staff	2.43	1.59	0.00
2	The principal initiates or introduces changes	2.41	1.61	0.00
3	The principal initiates and encourages pedagogical projects and unique study programs.	2.33	1.67	0.00
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.	2.37	1.74	0.00
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.	2.37	1.78	0.00
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" certificate	2.36	1.54	0.00
7	The principal employs every available resource to "sell" the school in town and out of it.	2.53	1.53	0.00
8	The principal sets an example in his dedication to work.	2.30	1.55	0.00
9	The principal sets an example in her behaviour.	2.28	1.58	0.00
10	The principal is caring and sensitive	2.52	1.63	0.00
11	The principal allows autonomy in decision making to those who are in charge of teams.	2.38	1.84	0.00
12	The principal rewards staff members on meeting deadlines.	2.52	1.84	0.00
13	The principal sets goals and objectives, which are challenging and significant to the staff.	2.48	1.80	0.00
14	The principal believes that all staff members have great potential	2.30	1.68	0.00
15	The principal works hard at developing the professional skills of staff members	2.24	1.48	0.00
16	The principal cares for educational and academic initiatives	2.27	1.47	0.00
17	The principal leads changes in the pedagogical, social and achievements domains	2.21	1.46	0.00
18	The principal draws conclusions from feedbacks	2.15	1.46	0.00

Table 14 reveals a significant difference between the answers given by comprehensive school teachers and those teaching in technological schools: the attitudes of teachers in technological schools are more positive.

Table 15: Comparison between Teachers in Technological Schools and Teachers in Comprehensive Schools Regarding their Attitudes towards School

	Technological	Comprehensive	Sig.
School Management	3.62	3.84	
Teachers' Performance and Involvement	3.55	3.58	
Principal's Performance and Involvement	3.72	3.95	
Developing students	3.62	3.51	

Table 15 reveals a significant difference between the answers given by comprehensive school teachers and those teaching in technological schools: the attitudes of teachers in technological schools are more positive.

The comparison of the schools reveals that the general tendency is that the answers given by technological school teachers are significantly more positive than those given by teachers in comprehensive schools, and yet, there are similarities:

In both types of schools the teachers' attitudes to the principal's performance are reserved. In both types of schools the young teachers and the more educated ones are more critical. In both types of schools the teachers report that the most important trait is for the principal to make her own decisions and inform the staff about them.

In both types of schools the teachers' attitudes to school are relatively more positive than their attitudes to the principal.

The Research Findings – the Students' Population

192 students filled out the questionnaires: 101 students in technological schools and 91 students in a comprehensive school.

The student population consisted of: 95 boys (49.5%) and 97 girls (50.5%). All students were in the 12th Grade. 33 students (17.2%) were 17 years old, 131 (68.2%) were 18 and 22 (14.6%) were 19 years old.

The distribution of the students' answers separately for each school is presented in Appendix...)

A primary analysis of the answers reveals significant differences between the students' answers according to the type of school. Hence data analysis will be presented for each school separately.

Students of the Technological School

The following is the mean score of the students' answers to satisfaction statements.

Table 16: Technological School Students' Answers to Satisfaction Statements

		Mean
1	I am happy at school	4.24
2	The principal's door is open to students	4.13
3	The principal involves the student-council in the decision-making process	3.66
4	The teachers give me grades that I have earned	4.32
5	The school's climate is good	4.41
6	My teachers treat me with respect	4.26
7	I get straight answers from the principal	4.50
8	There is a variety of social activities that suit my needs	4.21
9	Management cares for the student's well-being	4.34
10	I am proud to be a student in this school	4.38
11	My achievements at school are high	3.96
12	I am pleased that the school principal is a woman	4.51

The students' answers were measured on a scale from 1 (low satisfaction level) to 5 (great satisfaction). The mean values presented in Table 16, most of which are above 4, testify to great satisfaction. Satisfaction is especially high with: "I get straight answers from the principal" and "I am pleased that the school principal is a woman". Levels of satisfaction are relatively low with: "The principal involves the student-council in the decision-making process" and "My achievements at school are high" (See Table 16). No differences in satisfaction levels were found between boys and girls.

Table 17: Comparison between Technological Schools Students and Students in Comprehensive Schools - Attitudes towards School

		Technological	Comprehensive	Sig.
1	I am happy at school	4.24	2.85	0.000
2	The principal's door is open to students	4.13	2.67	0.000
3	The principal involves the student-council in the decision-making process	3.66	2.70	0.000
4	The teachers give me grades that I have earned	4.32	2.52	0.000
5	The school's climate is good	4.41	2.46	0.000
6	My teachers treat me with respect	4.26	2.43	0.000
7	I get straight answers from the principal	4.50	2.67	0.000
8	There is a variety of social activities that suit my needs	4.21	2.74	0.000
9	Management cares for the student's well-being	4.34	2.24	0.000
10	I am proud to be a student in this school	4.38	2.38	0.000
11	My achievements at school are high	3.96	2.58	0.000
12	I am pleased that the school principal is a woman	4.51	2.41	0.000

Comparison of the school types yielded great differences between the students' levels of satisfaction. The technological school students' level of satisfaction is high, while the level of satisfaction of students in comprehensive schools is low.

The Research Findings – The Parents' Population

The parents were included in this research as they are partners in the educational process and usually interact with the school and with management. The background information about the parents is vital, as Israeli society is multi-cultural, and hence, parents may have different approaches to the school and to the principal as a woman. Technological vocational schools are characterized by having students from a variety of communities, religions and cultures: Jewish, Arab, Druze and more. The parents' different cultures might affect their views regarding the fact the school is run by a woman. It is likely that many of the parents will appreciate male principals more than female ones, as they come from societies and cultures where the man is the "leader" of the home, and the culture is more conservative. Parents from other cultures might believe in more openness and equality of women. The principal is the leader of the school, but although parents may accept her authority and leadership because "this is the situation which prevails", they would personally prefer a male principal, who might "be stronger" in their stereotypical views.

In comprehensive schools, the students are more homogeneous in terms of religion and culture – in the majority of the cases, comprehensive schools include students who come from mostly secular homes in the same city, the same community, sometimes even the same neighborhood. The society is less conservative and more egalitarian in its attitudes. It stands to reason, then, that these parents will not really care if the persona running the school is a man or a woman.

Hence, although the parents are a relatively minor factor (compared to students and teachers) in the complex school organization, their attitudes are important.

192 parents filled out questionnaires. 102 parents of technological school students, and 90 parents of comprehensive school students.

The parents' population consisted of: 90 fathers (46.9%) and 102 mothers (53.1%). 85 parents were non-religious (44.3%), 85 parents were traditional (44.3%) and 22 parents were religious (11.5%). 54 parents were from the minorities (Arabs, Druze Circassians) and 138 were Jews (71.9%).

A primary analysis of the distribution of the answers reveals significant differences in the parents' answers according to the schools of their children. Hence, the data analysis will be presented for each school separately.

Table 18: The Parents' Answers

	Issue	Completely Satisfactory
School Activity	Academic achievements	4.37
	Discipline	4.23
	Education for values	4.04
	Home room teacher – student relationships	4.65
	Teachers treatment of students	4.37
	School involvement in the community	3.53
	Social activities	4.08
	Study projects	4.40
Contacts with school personnel	I am treated well and the answers I get are satisfactory.	4.52
	I am treated well and the answers I get from the home room teacher are to the point.	4.25
	I am treated well, and the answers I get from the teachers are to the point.	4.47
	I am treated well, and the answers I get from the counsellor are to the point.	4.41
	I am happy with the parents' home-room teacher gatherings	4.25
	I am happy with parents' teachers' meetings	3.81
	I am satisfied with the PTA meetings with management	3.76
	I am satisfied with the cooperation regarding enrichment programs.	4.06
	I am satisfied with the teaching level.	4.52
	I am satisfied with the management	4.80

The parents' answers were measured on a scale between 1 (low satisfaction level) and 5 (high satisfaction level). The mean values presented in Table 18, most of which are above 4, testifying to great satisfaction. In the school activities domain, great satisfaction was especially noted regarding the way home-room teachers treat the students (4.65). A relatively low level of satisfaction is seen regarding the school's involvement in the community (3.53). As for the satisfaction with the communication with school personnel, the level of satisfaction was high regarding communication with management (4.80), and it was low regarding parents' representatives' meetings with management (Table 18).

In order to identify connections with the parents' background information (gender, education, the connection was examined for each item separately. The following is a

matrix describing the correlations between satisfaction items and the parents' background information.

Table 19: Correlations between Satisfaction with the School and the Parents' Background Information

	Issue	Gender	Religion	Age	Education
School Activity	Academic achievements	0.292**	0.303**	0.125	0.249*
	Discipline	0.186	-0.215*	-0.034	0.008
	Education for values	0.091	0.137	-0.0129	0.295**
	Home room teacher – student relationships	-0.278**	-0.016	0.246*	-0.276**
	Teachers treatment of students	-0.063	0.249*	0.218*	-0.270**
	School involvement in the community	0.432**	0.342**	0.432**	-0.052
	Social activities	0.016	0.061	-0.019	0.039
	Study projects	-0.054	0.310**	0.270**	-0.138
Contacts with school personnel	I am treated well and the answers I get are satisfactory.	-0.186	0.055	0.418**	-0.176
	I am treated well and the answers I get from the home room teacher are to the point.	-0.204*	-0.098	0.257**	-0.244*
	I am treated well, and the answers I get from the teachers are to the point.	0.127	0.270**	0.174	-0.103
	I am treated well, and the answers I get from the counsellor are to the point.	0.345**	0.482**	0.339**	-0.129
	I am happy with the parents' home-room teacher gatherings	0.230*	0.328**	0.089	-0.151
	I am happy with parents' teachers' meetings	0.131	0.309**	0.329**	0.107
	I am satisfied with the PTA meetings with management	0.130	0.102	-0.027	0.324**
	I am satisfied with the cooperation regarding enrichment programs.	0.632**	0.208*	0.232*	-0.133
	I am satisfied with the teaching level.	-0.073	0.047	0.053	-0.335**
	I am satisfied with the management	0.173	0.055	0.353**	-0.295**

Findings arising from Table 19:

Gender: The general tendency is for mothers (coded as "2") are more satisfied than fathers (coded as "1"). Fathers are more satisfied with the home-room teachers' treatment.

Age: The general tendency is of a positive correlation of a medium intensity between age and satisfaction. Young parents are less satisfied. There is a significant statistical correlation between age and involvement in the community – older parents are more satisfied than young ones.

Religion: The general tendency is of a positive correlation of a medium intensity between religiosity and satisfaction (it is important to note that in the research sample there is a correlation between age and religiosity).

Education: The general tendency is of a weak correlation between education and satisfaction. Educated parents are less satisfied. However, it should be noted that there are domains whereby there is a direct correlation with education. Educated parents are more satisfied than less educated parents regarding: academic achievements, education for cultural values and parents' representatives' meetings with management.

Table 20: Receiving Information about the School

Communication Channel	% parents receiving information via the channel
Bulletin to parents	67.6
Letters	33.3
Phone calls	59.8
Gatherings	73.5
Parents teachers' meetings	48.0
Visits at home	62.7
Scheduled private meetings	54.9

Parents whose children attended technological schools received information mostly via parents'-teachers' meetings, letters to the parents and visits at home.

Parents of Students in Comprehensive Schools

The following table presents the mean scores of parents' answers to satisfaction statements pertaining to the school's activities and the communication with school personnel.

Table 21: Answers of Parents in Comprehensive Schools regarding satisfaction with the school

	Issue	Completely Satisfactory
School Activity	Academic achievements	3.86
	Discipline	3.52
	Education for values	3.57
	Home room teacher – student relationships	4.16
	Teachers treatment of students	3.72
	School involvement in the community	3.37
	Social activities	3.81
	Study projects	3.78
Contacts with school personnel	I am treated well and the answers I get are satisfactory.	3.97
	I am treated well and the answers I get from the home room teacher are to the point.	4.03
	I am treated well, and the answers I get from the teachers are to the point.	3.96
	I am treated well, and the answers I get from the counsellor are to the point.	3.76
	I am happy with the parents' home-room teacher gatherings	3.62
	I am happy with parents' teachers' meetings	3.77
	I am satisfied with the PTA meetings with management	3.22
	I am satisfied with the cooperation regarding enrichment programs.	3.40
	I am satisfied with the teaching level.	3.87
	I am satisfied with the management	4.22

The parents' answers were measured on a scale between 1 (low satisfaction level) and 5 (high satisfaction level). The mean values presented in Table 21, most of which are above 3, testifying to satisfaction that is slightly above average. In the school activities domain, great satisfaction was especially noted regarding the way home-room teachers

treat the students (4.16). A relatively low level of satisfaction is seen regarding the school's involvement in the community (3.37). As for the satisfaction with the communication with school personnel, the level of satisfaction was high regarding communication with management (4.22), and it was low regarding parents' representatives' meetings with management (3.22).

Table 22: Answers of Parents in Technological Schools regarding Statements of Satisfaction with School

	Issue	Gender	Religion	Age	Education
School Activity	Academic achievements	-0.146	0.019	0.084	-0.065
	Discipline	-0.291**	0.148	0.026	-0.032
	Education for values	0.212*	0.055	0.177	0.121
	Home room teacher – student relationships	0.106	-0.087	-0.117	0.063
	Teachers treatment of students	0.076	0.034	-0.128	-0.050
	School involvement in the community	0.119	-0.277**	0.008	-0.083
	Social activities	0.064	-0.066	-0.340**	0.052
	Study projects	-0.037	0.165	-0.245*	-0.191
Contacts with school personnel	I am treated well and the answers I get are satisfactory.	-0.171	-0.242*	0.034	0.049
	I am treated well and the answers I get from the home room teacher are to the point.	0.149	-0.053	-0.269*	-0.073
	I am treated well, and the answers I get from the teachers are to the point.	0.074	-0.108	-0.099	0.064
	I am treated well, and the answers I get from the counsellor are to the point.	0.139	0.386**	-0.253*	0.053
	I am happy with the parents' home-room teacher gatherings	-0.140	0.258*	-0.069	0.006
	I am happy with parents' teachers' meetings	0.151	-0.071	-0.066	0.063
	I am satisfied with the PTA meetings with management	-0.156	0.233*	0.135	0.297**
	I am satisfied with the cooperation regarding enrichment programs.	0.006	-0.202	0.223*	0.052
	I am satisfied with the teaching level.	0.031	0.037	-0.133	0.023
	I am satisfied with the management	0.179	0.179	-0.210*	0.003

The findings presented in Table 22:

Gender: There is no apparent correlation between gender and satisfaction.

Age: There is a weak negative correlation between age and satisfaction.

Religion: There are a few correlations between religiosity and satisfaction (some negative and others – positive).

Education: There is no apparent correlation between education and satisfaction.

Table 23: Receiving Information about the School

Communication Channel	% parents receiving information via the channel
Bulletin to parents	25.6
Letters	54.0
Phone calls	74.4
Gatherings	74.4
Parents teachers' meetings	61.1
Visits at home	47.8
Scheduled private meetings	37.8

Table 23 reveals that the main channels of communication are telephone calls and gatherings.

Comparing Parents from Different School Types

Table 24: Comparing Parents from Different School Types

	Issue	Parents – Techno School	Parents – Comp School	Sig. T-test
School Activity	Academic achievements	4.37	3.86	0.000
	Discipline	4.23	3.52	0.000
	Education for values	4.04	3.57	0.000
	Home room teacher – student relationships	4.65	4.16	0.000
	Teachers treatment of students	4.37	3.72	0.000
	School involvement in the community	3.53	3.37	0.159
	Social activities	4.08	3.81	0.015
	Study projects	4.40	3.78	0.000
Contacts with school personnel	I am treated well and the answers I get are satisfactory.	4.52	3.97	0.000
	I am treated well and the answers I get from the home room teacher are to the point.	4.25	4.03	0.058
	I am treated well, and the answers I get from the teachers are to the point.	4.47	3.96	0.000
	I am treated well, and the answers I get from the counsellor are to the point.	4.41	3.76	0.000
	I am happy with the parents' home-room teacher gatherings	4.25	3.62	0.703
	I am happy with parents' teachers' meetings	3.81	3.77	0.000
	I am satisfied with the PTA meetings with management	3.76	3.22	0.000
	I am satisfied with the cooperation regarding enrichment programs.	4.06	3.40	0.000
	I am satisfied with the teaching level.	4.52	3.87	0.000
	I am satisfied with the management	4.80	4.22	0.000

The general tendency arising from Table 24 is that parents whose children study in technological schools are more satisfied than those parents whose children study in comprehensive schools.

In both school types, in the domain of school activity there was great satisfaction with the way the home-room teachers treated the students; satisfaction levels were relatively low regarding the school's involvement in the community. As for satisfaction with the communication with school officials, in both school types, satisfaction levels were high regarding the performance of management, and satisfactions were relatively low with parents' meetings with management.

Technological school parents' answers yielded a correlation between the parents' background data: mothers are more satisfied than fathers; older parents are more satisfied than younger ones; more educated parents are less satisfied than the less educated ones.

With the comprehensive school parents there were hardly any correlations between the parents' background data and their satisfaction with the school.

Technological school parents receive their information mostly in gatherings, letters to the parents and visits in their homes. Comprehensive school parents receive their information mostly from phone calls and gatherings. Gatherings constitute effective communication channels in both school types.

Qualitative Research Findings

Qualitative data analysis involves bringing order, structure and meaning to a mass of information so that conclusions can be drawn and communicated (Marshall and Rossman, 1995). Qualitative methods emphasise the value of individual experiences and views as encountered in real life situations (Sabar Ben-Yehoshua, 1997).

Data analysis in qualitative research is an analytical process with intuitive characteristics, whose objective is to provide meaning, interpretation and generalization to the examined phenomena.

The Interviews

In order to examine the principals' perspectives of their performance, level of success and leadership, I decided to interview principals from the two school types, and as described earlier, the process was tedious and difficult. Principals were reluctant to cooperate, and refused to allow me to and administer questionnaires in their schools. After long, hard efforts on my parts, seven principals agreed to cooperate, and their schools are the ones that participated in the research. These seven principals are the ones that were more than willing to be interviewed.

As mentioned earlier, interviews were conducted with seven technological and comprehensive school principals.

The in-depth interviews consisted of comprehensive descriptive questions such as "Describe how you got to be the principal," – from focused questions stemming from responses to the comprehensive questions, such as "How did the teachers with whom you had worked accept you as a principal?" to rather specific questions such as "In the beginning of the interview you related to the men who did not accept you as the principal – was that because you are a woman or because you were one of the staff? Can you elaborate on that?" There were also comparative questions seeking to get more reference to previously given descriptions or explanations, thus allowing for asking the questions somewhat differently. There were also questions asking the participants to clarify concepts or descriptions (Shkedi, 2003).

Despite the differences in the nature and structures of both school types in terms of size, student population, number of teachers and syllabus, the researcher believes that as far as the principals in question are concerned, there are more similarities than differences in the essence of management.

All principals have at least an MA degree; none had the path to management pre-paved; when they became principals, not everyone was thrilled about it.

M.S. describes the situation, *"The problem arose within the staff. On the surface I was welcome, but underneath there were storms.... They did not know what was ahead, as a day before I was their colleague, their friend, and now I was going to tell them what to do. Even the secretary resisted and tried all kinds of things to sabotage the work, and when I asked for something she would let me wait for hours, until I put an end to it."*

And R.Z. tells of her experience, *"It was not simple. Some of the teachers welcomed me, and others did not. Some were suspicious. There were teachers who were hoping that that was the time to make changes, so the school could head in more positive directions. You have to understand that the school has been through great fluctuations. They had a new principal every year. Uncertainty governed the atmosphere. Teachers lost hope and motivation. Naturally, the situation could be defined as one of chaos, which was reflected in the teachers' room and in the school yard."*

All principals regard their work as a mission, feel the need to prove their abilities, and clearly tell about their difficulties as new principals and point to many difficulties arising from their being women.

I.S. tells, *"They did not believe a woman could manage a system that is a bit complex. Those teachers who had not internalized the changes... There were comments like 'Men could not do it so you can!??' 'You cannot understand. You are a woman!' and so on. I still get comments like 'If I were you I would act differently', and the meaning is more aggressively. I would not give up. They expected me to fail. They waited like a cat stalking a mouse. There were always comments regarding any activity, saying 'It will not work, the parents will not come, there will be violence, you are dreaming!' The first years were complex and very hard. I realized I had to develop trust gradually, and get them to believe in me as a woman*

and a human being who can manage the system and lead them to achievements.
"When I got the job, there were comments on the part of administrators, such as
"Wow, these are big shoes you are trying to fit into", 'It will be hard, you will not be
able to carry the load'..."

All interviewed principals have a high sense of criticism; they are all powerful, authoritative, independent, intelligent ambitious, success driven and competitive women. As stated by M.S. *"I am naturally achievement oriented.";* *"When I became the principal, I walked into the "lion's lair". It was not simple. Fortunately, I knew what I wanted. I knew I wanted to lead the school and the staff, and there was nothing that could stop me."*

B. says, *"I am a strong person. I convey strength-decisiveness. I know what I want. I never give up."*

And A.H. states, *"Naturally, before making changes I demanded that the network as well as town officials did not interfere in the steps I was about to take. I asked them to give me a year to develop the school properly, and promised to take responsibility and leave if things did not work out, but until then, I asked them to leave me be and let me do the work."*

T.T. says, *"Leadership to me is leading others who know how to plan and see the big picture, but also the details; it is something a person has within, call it charisma. I feel I have it. The staff follows me. It is not always easy. You have to persuade, to encourage, to reinforce, to know how to sell your idea to the teachers. I am not one of those principals who make decisions and force them top-down. On the contrary, I feel more like a mentor, not above the teachers, but one of them."*

I.S. tells, *"First of all I have faith. I have faith in the staff, in the students, in education, in school and its goals. When I was appointed principal I had a credo. I knew what I was going to do. I was consistent, uncompromising and motivated."*

And A says, *"I have to tell you that you have to invest a lot: to create team work, set goals and objectives, and above all, you have to remember that those that work under you are human and have to be respected. Being a "human being"; that is my key to success."*

All of them have a belief in their way and in what the essence of educational work requires; all of the principals are task-oriented; A Says *"I also have to tell you that, I am highly achievement oriented. A school principal has to have a conductor's skills. Everything has to be timed correctly and the melody has to be pleasant to the ear. Each instrument has to connect to the other instruments – in short creating a harmony. I have to be on my toes, because when something does not work, the whole system vibrates. You have to focus on the needs, map goals, and it is a magic circle – making sure the dance is perfect."*

R.Z. says, *"I am stubborn, and insist on reaching the set goal. My key concept is consistent."*

All principals believe the principal is an agent of change, as stated by M.S. *"I certainly initiate changes. Everything in this school is a result of my initiative. Not only have I initiated changes in all domains – pedagogical and social – but I also led the implementation process. Every corner in school expresses the changes the school has undergone over the years... You can certainly say I have initiated and led the changes, and I still do."* *"I also sought to change the image of the school, and to change the school's social and pedagogical aspects."*

I.S. states, *"I love changes and initiate a great deal. I am also practical and actively implement my initiatives. I constantly strive for perfection, which is expressed in my striving for reaching the goals and advancing the school at all levels."*

For T.T changes are a way of life, *"I always make sure to make changes."*

All principals serve as role-models – they demand of themselves what they demand of others; as well put by M.S.

"Setting a personal example is one of the basic traits every person has to have, including at home with his children. That is what I believe. Teachers more than everyone else have to be role models. I always remember the saying 'And your eyes shall see thy teachers' suggesting that a good teacher is one who certainly knows that his or her behavior influences the educational community in general – students, parents and colleagues. What leads me in my demeanor in general, and in particular is 'live up to your principles'. First demand things of yourself and then from others."

This is what moves me. If you live this way, when you make comments to others they will understand it and harsh arguments are avoided."

R.Z. says, *"I demand of my teachers no less than what I demand of myself." "I am a leader. A good principal has a leader's traits. The principal is a leader, a role model. The expression "Follow me" characterizes the leader. He is dominant and active and people follow in his footsteps. A good leader has charisma, which is the key for leadership."*

R.Z. also says, *"A mixed style: on the one hand – authoritative and constructive on the other hand. It is important to me to be a role model in planning and acting to implement the plans together with the teachers. I conduct feedback procedures twice a year to learn if the process I am leading has been implemented properly."*

B states, *"This serves as an example to all teachers. I work long hours at school, not only to set an example, but also because of my personal ideals. I did not have a vice-principal, I have not taken days off, and I have invested days and nights in order that the school get on the right track. Moreover, I have empowered people, who I thought were willing to try, and realized I was willing to dare, try, to flow, to support, to identify new options of teachers who were more suited to my style."*

All of them believe in the empowerment of the teacher's room via in-service courses;

R.Z. *"That is what I am trying to impart to teachers and students. At the same time, I am flexible when needed."*

M.S. says, *"This has been one of my goals – to empower the educational staff. The teachers' profile had been low for many years. Over the last decade or so, teachers studied and got their degrees. Even the secretary is studying for her B.A degree. We study in the teachers' room all the time. This is a school tradition – in-service courses. We also get all kinds of lectures about a variety of topics to enrich our spiritual and cultural world."*

I.S. says, *"We had to empower the teachers. The teachers' room became a learning community. Teachers met for joint in-service courses, teacher chose to study for academic degrees. New teachers that wished to be accepted to the school had to have a college degree."*

All of the principals are greatly aware of the significance of good interpersonal relationships; R.Z. *"It is important to me to develop work plans and teaching strategies, to empower the teachers and lead the students to achievements. I regard myself as a mirror, hoping the teachers will look and see the same. At the same time I develop plans and the school's credo with the teachers."*

"T.T. also believes that good relationships in the staff are important, I also make sure that everyone treats everyone else with respect, so all teachers and workers work in cooperation."

M.S. says, *"I am an eternal student. I love to study and to learn new things. I am an intelligent woman and am sensitive to my environment. By nature I fight for justice and the things in which I believe. I hope I am a good role model for the students and the teachers. I love people. I love to compliment people, but at the same time I am demanding."*

So does B. *"During the years I found myself more tuned to the teachers' personal needs, but I make sure to connect them to school activities, and not to the past."*

All of them are concerned about the well being of teachers and students;

"This has been one of my goals – to empower the educational staff.... The teachers' profile had been low for many years."

M.S says, *"Success of staff Today the staff members are aware of their abilities, are used to expressing their opinions and explaining them, know when to back off" study and get enrichment courses. The staff has been through a major transformation/ even the secretary got a college degree. They all emphasize that any chance they get. I am still amazed at the changes and the growth the teachers' room has been through. It is like taking a student and creating circles of success, and these circles keep expanding. As success increased, the staff members' self confidence increased as well. They learnt to accept me as a leader."*

T.T. states, *"It is important to me that the educational staff will reflect respect to others and be on the same wavelength as the students. I believe that a system based on respect, understanding, love and caring will develop into a variety of activities leading to achievements. The first thing I did was to create a program for*

the development of comfortable educational climate. This means, a climate of security, confidence, tolerance and patience."

M.S. says, "Being part of the staff, I understood the psychological situation, the teachers' fear of losing their source of livelihood, which paralyzed them when I became principal. The first goal I set was to make sure the teachers regain their lost honor and independence, 'Deliver them from slavery', relieve them of the load they had carried on their shoulders. I cannot tell you it was simple. It took years. It is a process, and to this day there are those who miss the days of "slavery". I had three goals: to nurture the teachers, relieve them from their anxieties, because they used to be creative, the school has won many awards – and to restore their self-confidence."

I.S. also says, "I have great sensitivity to the staff, the parents and the pupils."

And T.T. says, "It is important to me that students come to school happily, that they be loved and cared for, and it is important to me that the educational staff will reflect respect to others and be on the same wavelength as the students. I believe that a system based on respect, understanding, love and caring will develop into a variety of activities leading to achievements. When I was appointed I had no idea where I was heading. It was clear to me, though, that I wanted good atmosphere at school, because this is what leads to good development."

All of the principals have great political awareness, but not as high as male principals

"Managing a school requires political awareness. You have to be aware and walk on this thin rope – making sure not to hurt and not to be hurt. On the one hand I am required to run the school professionally, and on the other hand I have to maintain good ties with the community: the Mayor, the education department director, the Ministry of education, network personnel. When you are a principal you have to learn and become a 'politician' to protect your school."

I.S. also relates to the issue of politics, but from a different perspective, "What I do not like about management is politics that seeps in. Politics ruins things. Once you are in management, your priorities change, you lose some of your objectivity, and you miss some of the main point which is caring for the children. Anyone who provides services for children has to be pure, and unfortunately that is not the case."

Budgets are per student, but any addition requires politics. Nothing is to the point, it is all a matter of 'you'll scratch my back and I'll scratch yours'."

All principals mention that the family has been a pillar in their desire to contribute and do things for society. Their families shaped their professional characters, as stated by A, *"I can tell you that when I got the job, my father told me, "You are a smart young woman, and I think you are making a mistake taking up school management. I am afraid you will lose your modesty, because these roles are cut-throat. As a school principal you may change for the worse, because the job is demanding and requires some kind of aggression, and I do not want you, my daughter, to lose your precious properties. I am really afraid you will change." Of course I tried to calm him and tell him he need not worry, and when he saw I was determined, he made me promise that I would get up and leave the moment I felt that I was no longer human."*

Discussion

This research sought to examine the issue of women school principals in Israeli vocational and comprehensive schools: their success, their problems, and their coping in a men's world. The research was based on feminist theories and leadership-management theories. This issue was examined in two types of Israeli schools: the technological vocational school and the comprehensive school. I sought to examine the issue of women principals, as education is one domain where women are most likely to advance and get a leadership position. It is interesting to note that in the 21st century, still men occupy most key positions, and although there are women directors and managers, they are a minority. The only domain where women are not such a small minority is education. I sought to find out whether students, parents and teachers see a difference between male and female principals, and to try and identify the women principal's difficulties and strong points.

The quantitative part of the research sought to examine the attitudes of students, parents and teachers to the school.

Contrary to the elaborate comprehensive school system, where schools are large and crowded, vocational schools are small, the atmosphere is intimate and they offer practical solutions for these students who cannot find themselves in the regular system. Evidently, the small school, the personal attention and the large variety of practical subjects offered help these weak learners cope with school in particular and society and life in general. They learn that they are valuable, that they can work and do well, and that they do not have to depend on others for their living or self appreciation - if these students learn to value themselves, they will be appreciated by others, and appreciate others more. It stands to reason, then, that the vocational school has been found to be more appreciated by parents and students, as parents are probably grateful for the chance their children are given to become proper citizens, and the students, in turn, get a sense of pride, and hence, love the institutions that allows them to get this self respect.

And indeed, comparison of the school types yielded great differences between the students' levels of satisfaction. The technological school students' level of satisfaction is high, while the level of satisfaction of students in comprehensive schools is low, probably due to the more "personal touch" of the technological school and the efforts

made there to make sure the students experience success and thus enhance their self-esteem. Technological school students feel proud of their school and happy to belong to it. They are satisfied with all aspects of the school. Comprehensive school students' level of satisfaction is average, probably due to the fact that these students take their school for granted or due to the fact that comprehensive schools are not as intimate as the technological vocational ones.

This appreciation is also seen when technological school students refer to their principal. The "motherly approach" is greatly appreciated in the technological school (whereas in the comprehensive school the appreciation is moderate). Technological school students are happier that the principal is a woman and feel the principal is accessible, involves them more and is open and honest with them.

As for the parents, they were asked to relate to issues pertaining to school activities, communication with school personnel, and communication with management. Differences in the parents' backgrounds reveal minor difference in their levels of satisfaction with the school (thus reflecting their attitude to the principal) - The data reveal that in the comprehensive schools, the parents' level of education had no effect on their attitudes to the school, while in the vocational school, more educated parents were less satisfied than those whose levels of education were lower.

Though appreciation is high in both school types, as expected, technological school parents are greatly appreciative of the school activities, communication with school personnel and management. In both school types, in the domain of school activity there was great satisfaction with the way the home-room teachers treated the students; satisfaction levels were relatively low regarding the school's involvement in the community. As for satisfaction with the communication with school officials, in both school types, satisfaction levels were high regarding the performance of management, and satisfaction was relatively low with parents' meetings with management.

It is important to note that the lowest appreciation was expressed regarding communication with management. This could be explained by the fact that under normal circumstances, parents have little to do with the principal, and only meet her on special formal/festive occasions; naturally, parents have more contact with the home-room teacher, and hence, they expressed more satisfaction with the home-room teacher's performance.

The fact that technological school parents are more satisfied with the school than parents of comprehensive school students can be explained by the fact that parents of technological school children are aware of their children's weaknesses and are thus more grateful for the opportunity their children have of learning a vocation and later being able to make a living, while parents of students in comprehensive schools expect their children to be able to cope the school framework and demands, and have higher expectations of the school: the higher the expectations, the lower their appreciation of the school's reality.

School reality, however, is such where the main interactions occur between teachers and principals and between the latter and the students. This research focused mostly on women principals of both technological and comprehensive schools and tried to assess attitudes to the school and the principal.

In the quantitative research, teachers' attitudes to the school and to the principal were examined.

The research found no significant differences between men and women concerning technological school teachers' attitudes to the principal. Most attitudes are positive, but opinions vary with seniority. The more experienced teachers are less critical of the principals. Veteran teachers appreciate the principal for encouraging initiatives, maintaining a process of planning according to allocated resources and monitoring implementation of plans accordingly; Technological school teachers feel the principal is a role model and allows for autonomy. It seems that in comparison, teachers with less seniority are more critical of the principal.

However, in general, despite the high levels of satisfaction with the principal and her work, the teachers' findings reveal male principals to be more valued than female ones, which is in line with the theories presented for this research regarding the women's struggles to "make it" in a men's world. Technological school teachers expect the principal to be a role model. Most teachers in technological schools report that the most important trait is for the principal to make her own decisions and inform the staff about them.

Compared to attitudes to the principal, the teachers' attitudes to school are more positive. There is a relatively high level of satisfaction with the school's culture. The teachers mostly report that there is a warm, familial and supportive atmosphere, where knowledge and experiences are shared.

Contrary to the technological schools, in the comprehensive school teachers' attitudes are more negative regarding the principal's performance, but like in the technological schools male principals are more appreciated (See Appendix 3).

Just like in the technological schools, veteran teachers with lower education levels report more positive attitudes to the principal; younger and more educated teachers report more critical attitudes. While in technological schools the emphasis was on the principal's caring and sensitivity, in comprehensive schools, this domain was emphasized mostly by young, less experienced teachers whereas the veteran ones value the fact the principal sets an example in her behavior and dedication to the work. In comprehensive schools, there was a division between traits attributed to women principals and those attributed to men.

In general – there attitudes of technological school teachers to the principal are more positive than those of the comprehensive schools, which connects to the assumption that woman-principals manifest more sensitivity and caring.

Technological school teachers feel the principal encourages initiatives, allows for autonomy, gives them a good feeling, sets realistic goals and is a role model. The quantitative research findings reveal that teachers are largely satisfied with the different domains of school, and although the majority of technological school teachers are women, they clearly seem to prefer male principals to women principals in all school domains including identification with school's objectives, staff development, initiating and introducing changes, delegating authority, allowing for autonomy in the teachers' work, believing in the staff and being a role model.

As for the school culture: focusing on jointly determined goals, teamwork, open discussion of conflict and problems, sharing success and failure to draw conclusions, deliberations and an encouraging atmosphere of support, it seems that most technological teachers have a high level of satisfaction with the culture of cooperation and sharing.

The comparison of the schools reveals that the general tendency is that the answers given by technological school teachers are significantly more positive than those given by teachers in comprehensive schools, and yet, there are similarities.

In both types of schools the young teachers and the more educated ones are more critical. In both types of schools the teachers report that the most important trait is for the principal to make her own decisions and inform the staff about them.

In both types of schools the teachers' attitudes to school are relatively more positive than their attitudes to the principal.

The different school aspects, such as: planning, initiating programs and projects, caring for the academic domain, adhering to a school credo, motivating professional development, rewarding and criticizing teachers' and students' performance, supporting, encouraging and setting a personal example to name a few, are all part of the principal's role. The fact that all participants in the educational process in this research – members of the comprehensive and the technological school system – have expressed positive attitudes suggests satisfaction with the principals' and their performance. Nevertheless, most of the issues do not relate to gender, but to what the system provides.

The most interesting point yielded by the quantitative research findings is that despite all the positive attitudes on the part of all participants in the school reality, the limited comparison between attitudes to male and female principals conducted in the technological schools, male principals are still preferred. The question is why people still welcome men principals more than women ones. One explanation could be that the universal models of education are based on a manly ideal based on rationality, distance, assertiveness, competition and individuality and ignore emotional dimensions of learning and investigation. Contemporary education systems are rather "business-like" and nurture values that suit the public domain, such as competition and individuality, while pushing aside feminine-related values such as caring and closeness (Eisler, 1991; Eagly and Carli, 2007). Since that is the situation, at least to some extent, women principals may adopt a manly management style, and if that is the case, why not prefer the "original"? This interesting point calls for future extended research.

From a different perspective, the approach maintaining that there are differences in men's and women's leadership styles (Rosener, 1990; Eagly and Carli, 2007; Oplatka, 2009), women principals have a leadership style that is more democratic; they nurture

interpersonal relationships, involve the staff in the decision-making process and are more flexible than men. Thus women principals achieve excellent cooperation with their teachers. Women principals use gentler tactics such as persuasion and attempts to arouse identification and solidarity. In brief, women principals' style is more "caring" than "controlling". They are inclined to be supportive, generous and honestly seek to help others out of mutual respect, loyalty and trust. These management properties may account for the satisfaction expressed by all: parents, students and teachers, as we all need caring: parents, teachers and especially students seek to be loved, supported, encouraged and helped.

The qualitative research examined the issues of the principal as a leader, the school culture, management style, principal-teachers communication, the principal's difficulties and parents, students and teachers' attitudes to the principal. All these were assessed via semi-structured interviews with principals.

The research sought to examine the perceptions of principal-leaders in the education system in Israeli comprehensive and technological schools. The research questions seek to assess their success according to the following questions:

- ❖ What were the reasons that led these women to management?
- ❖ Are there any factors that contributed to the women's professional success?
What are they?
- ❖ Are there any unique feminine management characteristics or style?

The findings will be discussed according to the research questions and the interviews.

When I approached my fellow principals and asked them to help me by participating in my research I ran into a complex situation. While principals seemed to have their teachers and students participate in a study which pertains to their management styles, performance, interpersonal relationship and leadership, but on the other hand, they were more than willing to be interviewed by me.

I have to admit I was hurt by this dual approach – these were colleagues of mine and I could not understand the reasons why they would refuse me. But in the end, when I saw the findings, I realized their refusal to cooperate is rooted in their being managers of large organizations (comprehensive schools) or smaller ones (technological vocational schools), and mostly because they were women. In cases

of men-principals in both types of schools, they were more than willing to cooperate, and had no problem allowing me to administer the questionnaires, and I got them back in no time. Could it be that the fact they are women makes them less open to criticism? Did they wish to hide the weaknesses of their organization or did they suspect the results would hurt their image? It was ore surprising that they all agreed to be interviewed and help me by being my research tools. They were indeed rather accommodating and some met me in the schools, while others even invited me to their homes.

The researcher in me wondered about this “duality” and I promised myself to revisit the issue once I have completed my research.

Now that the interviews are behind me, I can definitely state that the women I interviewed are naturally talented and intelligent leaders who manage their schools effectively, leading its populations to achievements and excellence regardless of the school type.

As stated in the Theoretical Perspectives section, this work focuses on three aspects of the principal's role: the principal as a leader representing the school, the principal as a person of vision and the principal as the person who brings about productive and creative work, an agent of change.

A good principal, according to the participants of this research, is a very wide concept that is hard to define. As discussed in the Theoretical Perspectives chapter, Inbar (1985) claims the quality of education is influenced by the quality of management, which should be improved and developed. The evidence in this research suggests that an important factor in improving management quality is the extent of training and investment on the part of the principal. Gaziel (1988), Hertz-Lazarovitz (1984), and Friedman et al. (1988) claim that the principal's management style is the key factor which contributes to the effective work of the entire school and contributes to the organizational climate as well as to teachers' motivation to initiate and carry out new programs.

A good principal is a person with a credo, who has set goals and strives to reach them; a good principal is creative and initiates changes; a good principal empowers the staff and the students; a good principal...This principal will create an atmosphere of trust and mutual respect, holding open discussions where mistakes are

acknowledged and ideas are raised. The principal must have an applicable credo.

The first research question sought to find the women-principals' attitudes to the reasons leading them to taking management positions, or the reasons why they believe they were appointed to their roles. All interviewed principals have a high sense of criticism; they are all powerful, authoritative, independent, intelligent ambitious, success driven and competitive women – "Fortunately, I knew what I wanted. I knew I wanted to lead the school and the staff, and there was nothing that could stop me."

Like many women in top positions, the school principals in this research have been career driven and wishing to advance and make a difference that will benefit their organization, but whereas career women in other domains seek to benefit the organization and at the same time they benefit a good deal financially and personally, the principals' agenda is mostly school-oriented, and most benefits are not financial, but rather educational success, personal satisfaction and a good deal of appreciation in their communities.

Being a school principal is not really financially rewarding, certainly not when one considers all the aspects of the job and the never-ending working hours with teachers, students, parents, administration workers, city and government officials, service providers and more. Why then do these women want to do the job? What makes them want to be school principals besides wanting to prove their skills? It was found that all principals who participated in the research have educational-organizational goals that go well beyond the wish to leave their mark. All principals regard their work as a mission, feel the need to prove their abilities, and clearly tell about their difficulties as new principals and point to many difficulties arising from their being women.

They all have faith in education, in their school and its goals. They have a credo and know exactly where they are going and what they are going to do. They rightly regard themselves as conductors and strive for harmony and for the system to work, focusing on the needs of all the participants in the system – teachers, students and parents, and they are aware of the responsibility of running such a complex system.

Knowing the system well from within, all principals know what they have to engage in, what is required of them and what they want to change.

They all spoke of creating a worthy educational environment, about setting goals and developing the school's credo as well as deciding on the ways in which to reach their goals. In addition, they all mention empowering the staff and caring for the staff's professional development.

Different organizations have different types of management, and directors and managers either develop inside the organizations or are "dropped" from the outside, and it may be enough to have knowledge in business administration to do well and run the organization. The situation in education is different. School principals do not have to have business administration degrees, and although they run complex organizations, school management skills are different from those of other types of organizations. In other organizations – managers manage and workers work. In the field of education, above all other things, school principals have to be teachers. They must have teaching degrees, have teaching experience and teach even when they become principals. So school principals are greatly part of the field and have to be involved in all of its aspects and domains.

While in other organizations managers are not always familiar with all the tiny details of the goings on, school principals have to be involved. In other organizations management does not necessarily interface with the customers, and there are people whose job it is to deal with clients, the principal has to be well familiar with the clients – students and parents and in addition – the entire community. A school principal is a chairperson, a director, a manager, an administrator, an ombudsman, a budget manager, a personnel manager, a teacher, an initiator, a coordinator between the school and the authorities and among all school aspects, an entrepreneur, an agent of change, a boss, a person in charge of discipline, a mentor, a negotiator, a friend, a figure of authority on the one hand, and a member of the staff on the other. And in many cases, that person who has run this complex, loose tied organization is a woman. This is the core of this research.

Naturally all interviewed principals had been teachers for quite a few years before they became principals – for some the process was natural as they grew from their school staff and then became principals. They literally climbed the steps of the ladder while contributing a good deal to the system and truly earned their management positions. "I was a vice-principal and a pedagogical director of the school for eight years, and lately I have been appointed the principal of this school".

Others just decided to try, as they believed they could do well and contribute to the system, and applied for the job in response to advertisements in the newspapers "I became a principal by chance. I flipped through the newspaper and saw they were looking for a principal in the technological school. I applied and got the job. I have been a principal since then." Even when the principal did not develop in the school, she has to be a teacher with a good deal of experience.

Nevertheless, though they earned their status honestly, the job did not come easy and they had to cope with numerous difficulties. None of the principals had the path to management pre-paved; when they became principals, not everyone was thrilled about it. "The problem arose within the staff. On the surface I was welcome, but underneath there were storms....They did not know what was ahead; a day before I was their colleague, their friend, and now I was going to tell them what to do." – A variety of reasons caused the principals not to be genuinely welcome. These reasons include a natural fear of any change, thus causing employees to be suspicious of the new boss, and try to resist the changes ahead. No change is easy, and obstacles have to be overcome.

As for the second research question, pertaining to factors that contributed to the women principals' professional success, the evidence suggests that women principals' success is attributed to their personality traits: charisma, faith in their abilities, education and the system, in their schools and in their goals, intelligence, intellectual stimulation (Popper, 2007), creativity, openness, tolerance, reliability, enthusiasm, the ability to motivate others and excite them and the ability to translate vision into concrete actions (Shachar, 1995), sharing and good interpersonal relations.

The principals in this research testify as to their personal traits – intelligence, sensitivity to others in their environment, and the love of study. They are avid believers in their ability to make a difference; they are achievement-oriented and fight for justice and the things in which they believe. They are consistent, uncompromising and motivated on the one hand; sensitive to the staff, the parents and the pupils on the other hand; they love changes and initiate a great deal. They are also practical and active. They are consistent, daring, determined, self disciplined, and more than all else, they love what they are doing.

All principals discuss the conduct and being role models. Because they have such strong faith in their abilities, their credo and their goals, they manage to excite quite teachers and students and hence, they emphasize that adherence to goals their faith help them succeed in managing the schools.

Leadership is a world of oxymoron. a principal has to think dialectically and live with such contradictions as being flexible, yet maintaining stability, so that introduce changes on the one hand, but being consistent and meticulous on the other hand; A principal has to find the balance between being daring, and yet responsible in the decision-making process; the principal ought to be creative, yet preserving, and finally, a principal has to be rational and weigh the decisions, but at the same time – spontaneous (Inbar, 2009).

According to the evidence, the principals believe in being role models, which she should as the first among teachers and their leader, they must be aware and walk the thin rope of making sure not to hurt others and not be hurt. Furthermore, the principals reaffirm the oxymoron notion: they have to remain professional at all times, and still maintain good ties with the community. They have to become politicians to protect their schools. It is important that they love people, to compliment them and to encourage them, but at the same time I am demanding.

Being a principal means setting a personal example is one of the basic traits every person has to have, including at home with the family. The principals believe that teachers more than everyone else have to be role models; principals as well. A good teacher knows that his or her behavior influences the educational community in general – students, parents and colleagues. Therefore the principals believe it is important to “live up to your principles”. They have to first demand things of themselves and then from others. This is what ought to motivate the principals. If you live this way, when you make comments to others they will understand it and harsh arguments are avoided.

The role model notion is nicely summed up by one of the principals who says, “A school principal has to have a conductor's skills. Everything has to be timed correctly and the melody has to be pleasant to the ear. Each instrument has to connect to the other instruments – in short creating a harmony. I have to be on my toes, because when something does not work, the whole system vibrates. You have to focus on

the needs, map goals, and it is a magic circle – making sure the dance is perfect”; respect is a key word in this constellation, and as stated by another: Being a “human being”, that is my key to success.

The differences between men and women leaders do not mean their achievements differ. The differences mostly stem from two different sets of associations: women are traditionally characterized by focusing on others, and expressing attitudes of compassion and caring. These properties of manifesting empathy, friendship, kindness, will to help as well as sensitivity to others and delicate expression stand in contrast to men's traditional image of focusing on power, autonomy and individualism. These manly properties are usually identified with effective leadership, (Eagly and Carli, 2007) and are also expressed in the interviews.

As for their leadership style in this research, it has been assumed that in order to cope with the challenges posed to them by their complex circumstances, women in top management positions attempt to develop an appropriate and effective leadership style, one which is a compromise between the attitude to others, which people expect of them, and focusing on power and control, which are perceived as necessary for their success (Eagly and Carli, 2007). The principal's management style is the key factor which contributes to the effective work of the entire school and to the organizational climate as well as to teachers' motivation to initiate and carry out new programs and advance professionally (Friedman et al. 1988)

The principals relate to their management styles and note that they have a combination of styles, with an emphasis on what is known in theory as a transformational leadership style: They try to be role models, after having gained the trust of their teachers. They form future goals, develop programs for reaching their goals and seek to introduce changes and be innovative even when their organizations are most successful. They seek to mentor and empower their workers and encourage them to realize their potentials. Women tend to adopt leadership styles of cooperation, trying to maintain authority without being tyrants, and involve the workers in the decision-making process (Oplatka, 2009).

Cooperation, say the principals in this research, is a must. It is a necessary part of the educational process and it increases teachers' responsibility for application of teaching methods, improving their teaching and their approach to the students and

it their satisfaction with their work and their motivation (Friedman et. al., 1988). To reach their goals, principals have to be authoritative on the one hand and constructive on the other hand. It is important to set an example model in planning and acting to implement the plans together with the teachers.

The principals believe that a good principal needs to motivate the teachers to be involved with students, be familiar with their problems, know the parents and meet the various needs of their customers, a principal who makes the teachers want to progress both on the personal and the professional level, does so by creating a good atmosphere in the school, a positive climate between management and staff, among staff members, and between teachers and their students (Yizraeli, 1997).

They all believe in creating create an atmosphere of trust and mutual respect, holding open discussions where mistakes are acknowledged and ideas are raised. There are many more educational leadership models, but theories and the interviews make it abundantly clear that school leadership has to be a combination of models. Principals are most successful when they are committed to problem solving, developing management, creating a culture of high performance expectations, emphasizing professional staff development, adjusting the school to a central educational ethos, finding resources for the school and involvement in pedagogical issues and respecting their staff, while establishing a good, trusting and respectful school atmosphere for all participants of the process (Inbar, 2000).

The principals note that feedback is part of their working style, and is as necessary as planning. They all need everything to be clear and that all cards are always on the table, everything is open, and the dialogue is constant.

Feedback takes all kinds of shapes: teachers sitting at feedback sessions with the principals, talking about achievements and about problems that require solutions, about the teacher's strong points, and about things that require improvement or upgrading. Ultimately, the feedback tool leads to learning from mistakes and developing programs for improvement. Feedback implies working together, in cooperation with the staff. In this way teachers feel they are supported and empowered and are more keen on cooperating with others as well as sharing their concerns with others.

Principals have been acknowledged as organizational leader in the early 1980s

(Fullan, 1982; Sarason, 1982). The principal has to be a dominant figure in the process of education, explain the direction and support the staff. The principal should exercise various forms of intervention, which might be needed to make the change (Kula and Globamn, 1994). The teachers are the ones who will actually make things work, but the need to change is in many cases the principal's, as he or she is responsible for the success or failure of the school. The principal is therefore, a kind of navigator who leads the ship in its desired course. There are many cases in which principals halt changes in a latent manner, when they avoid giving the staff the necessary support, which they might need so badly in order to make the change. Changes cannot be implemented without the co-operation of "internal change agents", meaning, principals and workers of all levels of the educational system (Kula & Globman, 1994; Sharan, 1990).

As to the major issue of introducing changes, all principals state the initiate changes in order to improve the school's performance at all levels – school climate, school buildings, empowerment of the teacher's room and change in pedagogical perceptions. By introducing the changes, the principals seek to advance the school and enhance achievements by leading the students in an educational process that affects the shaping of their personalities and future success, and by leading the teachers in a professional development process.

But the introduction of changes involves many obstacles; the process of introducing and implementing a change is tedious and requires a good deal of patience and tolerance. These difficulties have to be considered carefully, and the principal has to work cautiously, with determination and consistence.

In general, it is hard to accept changes, especially when the rewards are not immediate and can only be expected at some stage in the future. Teachers are no different in that respect. While some of them are always open to change and new ideas, others are more conservative and would like to preserve the situation as it is. The principals refer to the fact that their success ought to be measured by the level of cooperation the get from their teachers in the process of making changes, thus developing the school. The principals maintain that women are more open to changes and men are more fixated. Women are more flexible than men, who seem to be accepting the changes, but do not implement them in practice.

Women principals perceived as successful are described by Barkol (1997) as ambitious, having strong faith in their actions and vision, determined with a rare ability to excite others and lead them, a role model and a personal example of endless investment, regarding teachers as her partners, reinforcing them, believing in them and being highly attentive to their needs, helping teachers in distress, and at the same time insisting that teachers are meticulous and dedicated.

As mentioned before, many of the school principals are women. This is more common in the primary education system than in the high school one, but still, women play an important role in high school leadership. The women principals believe men have different approaches to life, and hence, their attitude to management is also different. Principals tell of aggressive men leadership sometimes characterized by an atmosphere of "divide and conquer". The principals reaffirm the theory regarding women principals who believe in cooperation (Barkol, 1997), being helped and helping others, developing affection and understanding their teachers' feelings and needs, intuition, and vision – being able to express unique ideas and share the decision-making process with others.

The principals talk about "a different spirit of cooperation and mutual respect, respect of others' opinions, tolerance, and patience". They talk about being initiators on the one hand, and taking ideas from people they have worked with, on the other hand.

Although the education system has many male principals, it is rather abundant with women leader, and men do not always take kindly to that. Some men do not believe women have "big enough shoes" to manage such a complex system and altogether, although they manage to lead the schools firmly and lead the school to high achievements, they are still not completely trusted. Some of the principals expressed the feeling that they are accepted because there is no choice, rather than because of their skills.

Being women definitely posed obstacles in their transition to their new roles. Although women are perceived to be more effective in domains where the majority of participants are women, the findings of this research suggests that even in the field of education, women principals have to struggle and prove they can be entrusted with the complex role of running a school.

All interviewed principals referred to this issue, telling that teachers in the different schools did not believe a woman could manage a system that is a bit complex and expected them to fail, thus making their job twice as hard as they had to cope with these attitudes in addition to other problems arising from the change in management.

These findings reaffirm the theories regarding women's struggle to get to top positions, and even in the field of education, where there are many women principals, they still have to overcome gender-based prejudice.

Conclusion and Recommendations

For many years, the prevailing belief has been that men and women have different management styles that cannot be modified due to innate personal traits and socialization processes; thus women are perceived as more caring and attentive to the needs of workers, and are more inclined to share the decision-making process with workers.

Feminist approaches provide a different perspective of the issue of women leaders or managers starting with women being equal to men, through women as having unique characteristics, thus being better leaders than men, an ending with the approach asking who the woman-leader is and examining theoretical approaches to the issue.

This research relied on feminist theories as well as on management and leadership theories, in order to explore the issues of women school principals and their perceptions of their way to leadership positions, the struggles, the difficulties, and the reasons for their success as expressed by their own statements in interviews, and by their schools teachers, students and parents.

This research sought to examine the issue of women school principals in Israeli technological vocational and comprehensive schools: their leadership, their success, their problems, and their coping in a men's world from their perspective and those of their participants in the process of education: teachers, students and parents.

The situation is that numerous women manage schools, and it seems that the field of education allows for more womanly leadership, as can be seen in the Israeli education system.

In the first decade of the 21st Century, although there is an apparent increase in the number of women leaders, they are still outnumbered by men, except in the educational domain, and that, too, mostly in the primary school system, but there has also been an increase in the number of women principals in the secondary school system.

The research findings reveal that the women's struggle is far from being over. The attitudes of teachers, parents and students reflect the school's culture and atmosphere, i.e. – the principal's leadership.

Levels of satisfaction were above average for both school types, and yet there are differences between them. Teachers enjoy the same work conditions and have the same demands in both school types, and hence, there are hardly any differences in their attitudes to the schools. A small comparative sample of technological vocational schools managed by male and female principals revealed that teachers are far more pleased with male principals.

Bearing in mind that this comparison is rather limited, it calls for further research to find out whether this finding can be generalized.

Contrary to the elaborate often overcrowded comprehensive school system, vocational schools are small and intimate and they offer practical solutions to the weaker student population. Evidently, the small school, the personal attention and the variety of practical subjects offered help these weak learners cope with school in particular and society and life in general. The logical conclusion, then, is that the vocational school are more appreciated by parents and students, as parents are probably grateful for the chance their children are given to become proper citizens, and the students, in turn, get a sense of pride, and hence, love the institutions that allows them to get this self respect. The research findings did reaffirm this issue. Technological school students feel proud of their school and happy to belong to it. They are satisfied with all aspects of the school probably due to the "personal touch" and the efforts to make sure the students experience success and thus enhance their self esteem. Comprehensive schools students seem to take their schools for granted and hence appreciate them less. As for attitudes to their principal, technological vocational schools students note the "motherly approach" of a woman principal, thus making her accessible, open and caring.

In their interviews, the principals testify to difficulties in assuming their roles due to resistance on the part of the staff, mostly the male teachers, reflecting the assertion that they are not yet accepted as leaders equal to men, and have to fight to ensure their status, their leadership and to prove their capabilities.

The principals all testify to unique womanly characteristics that contribute to their success, such as caring and sharing, thus making them more open to ideas and able to create a warm, friendly atmosphere in their schools. Yet, they all have to mix their "womanly" styles with some "manly" properties, so as to be role models and at the same time maintain control and discipline.

In summary, this research reveals that although women can make good principals and leaders due to their objective capabilities as well as their personality traits. However, due to stereotypes that are still prevailing, there is still preference of male principals. Ironically, in the education system that has emphasized such values as male-female equality and equal opportunities still shows gaps between men and women. These gaps are expressed in the curricula (such as studies about many male prominent figures, but fewer women ones), social messages conveyed by the system are rather vague when it comes to gender-based gaps. The education system consists of a majority of women professionals, and the above mentioned gaps in values that might be one of the reasons why the image of teachers and educators is rather negative.

It is not enough for the education system to appoint women principals. The change has to stem from far deeper roots, so that these principals will not have to engage in the gender struggle. Society, of which the education system is an integral part had better make a change in its thinking patterns and social approach – in education, for instance, the system has to include both male and female teachers at all levels rather than the division which exists today whereby women work with the young ages, and men mostly work with the older ones, so as women and men will really have equal rights.

This research focused on the principal as a leader while examining a variety of aspects of this leadership. The principal plays an important role in the school's performance and culture, in the atmosphere of the school and in the professional development of the staff.

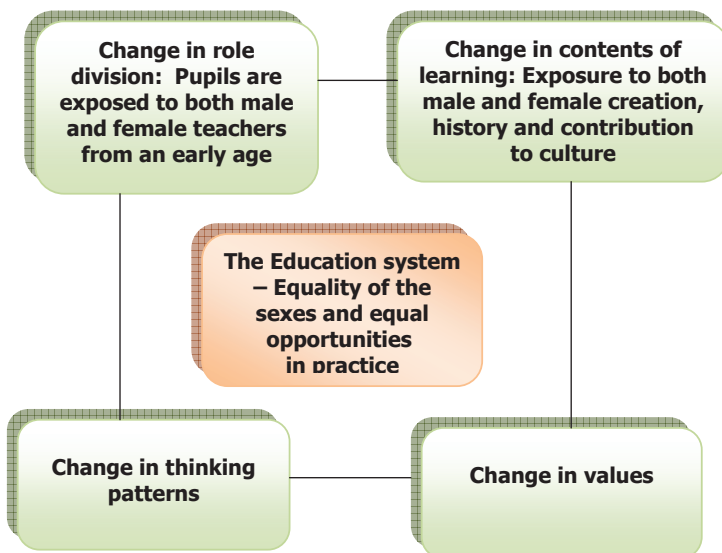
This research is innovative as the issue of high school principals has not been given enough attention in Israel. Research about principals has so far focused on primary school principals and women in top positions in the academy. The primary school

system, though complex, is not as complex as the high school system. Therefore, this research is a pilot research and calls for more profound future research of:

- ❖ The high-school principal's leadership styles;
- ❖ The high-school principal's interpersonal relationships;
- ❖ The high-school principal's attitudes to professional development;
- ❖ The high-school principal's personality traits and their impact on her leadership style;

The research findings also call for further research that will focus on the comparison between attitudes to male and female principals so as find out whether the current findings reaffirmed and generalized.

A Proposed Model for an Equal Approach in Education



Since the education system consists of mainly women teachers, it is therefore proposed that starting at a very early age children will be exposed to both men and women teachers.

As for contents, change in the curricula, both boys and girls have to be exposed to women's creation and contribution to culture as well as men's

The principles of moral thinking have to be changed so as there would not be any preference of men over women, but rather, an equal approach to all.

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Appendices

Appendix 1: Interviews

Interview with the Principal of the Technological in S.

Researcher: Good morning. Thank you for agreeing to meet me for an interview that has to do with my PhD research. Would you please introduce yourself?

M.S: Good morning to you. I am happy to help you with your research and I hope this interview will help you. My name is M.S. and I have been the principal of this school for 12 years now. Before that I was a teacher. I have an M.Ed degree. I have three children – students.

Researcher: Can you please expand on the point mentioned earlier that you grew from the staff?

M.S: I had been a teacher for about 17 years, and I did develop in the staff in the school. In those days the school had youth that studied in one-year technological vocational courses the school was like a “babysitter” for those youth who were rather under-privileged and were ejected from the formal education system. I have to note the school has two owners: The Ministry of Labor and Commerce and the Amal Educational Network. When I became principal, I knew what I had to do.

- A. Improving the physical structure and the environment and the creation of a worthy educational environment.
- B. Upgrading the teacher’s room socially and pedagogically and empowering the teachers.
- C. Setting goals and a school credo and ways to accomplish the goals and reach the credo.
- D. Creating a three-year continuum of studies rather than one year, so that students can undergo a more profound and significant learning educational process.
- E. Changing the school from a one-year technological vocational school into a technological vocational high-school, thus changing the contents and the curriculum.
- F. Achieving success in all parameters.

This was a complex plan which consisted of many obstacles; it is tedious and requires a good deal of patience and tolerance. However, initially, it is a great advantage to grow from within the staff. I considered the difficulties and took them into account. What characterized me then was consistency, determination, belief in the way and the great desire to succeed.

Researcher: How did the teachers with who you had worked accept you as a principal? Were you preceded by male principals or women? I would be happy to hear your response to this issue, and also tell how the student reacted.

M.S: I will start from the end. The students did not have any problems, and as years went by, there were no problems. On the contrary, I was accepted in the best possible way. Don't forget I was a teacher and students learnt to respect and appreciate me. The problem arose within the staff. On the surface I was welcome, but underneath there were storms. A, the former principal (a man) remained in school as a technological vocational teacher which was already a problem. His predecessor, also a man, had been the principal for 10 years, and he left traumatic impressions on the staff. It would take years to heal all the wounds he had left... one of the counselors described the following: "Teachers were bent, as if they were carrying the heaviest load on their shoulders. Their posture told their story". A decade is a long time, and when one gets used to being afraid and humiliated, fearing for your livelihood, one loses motivation, creativity and one's pride. No wonder the situation was reflected in the teachers' room and in the school yard. The number of students decreased, and the buildings, which were old to begin with, were neglected. There was no cooperation among teachers and between teachers and management. The principal gave orders, and teachers just did as they had been ordered.

Researcher: You say you got the school in a bad situation, a sort of dead-end. Can you relate to the style of your predecessors?

M.S: Good question. Each principal had his own style. I have to say there were good principals who made the teachers and the student proud. The exception was the one before last, who probably really wanted to retire, and that is how things seemed. The school sort of halted development, and we know that in education, if you tread in the same place it means going back. The last three principals who were all men were successful each with their own style and methods. Actually, looking back I think I combine all their styles.

Being part of the staff, I understood the psychological situation, the teachers' fear of losing their source of livelihood, which paralyzed them when I became principal. The first goal I set was to make sure the teachers regain their lost honor and independence, "Deliver them from slavery", relieve them of the load they had carried on their shoulders. I cannot tell you it was simple. It took years. It is a process, and to this day there are those who miss the days of "slavery". I had three goals: to nurture the teachers, relieve them from their anxieties, because they used to be creative, the school has won many awards – and to restore their self-confidence.

I also sought to change the image of the school, and to change the school's social and pedagogical aspects.

You want to know if there was resistance? Of course there was.

First, as mentioned earlier, the previous principal left management, but remained in school as a teacher. This caused more problems. See, most of the teachers were men and they were chauvinists. They set the tone. The female teachers did their work without getting too involved.

When I became the principal, I walked into the "lion's lair". It was not simple. Fortunately, I knew what I wanted. I knew I wanted to lead the school and the staff, and there was nothing that could stop me.

In addition, I knew that the educational process requires a long time and a great deal of patience. It is a process of growth and development.

Researcher: Was the resistance only on the part of men?

M.S: On the surface, yes. However, underneath, the women also resisted. They did not know what was ahead, as a day before I was their colleague, their friend, and now I was going to tell them what to do. Even the secretary resisted and tried all kinds of things to sabotage the work, and when I asked for something she would let me wait for hours, until I put an end to it.

Researcher: What are the personality traits they found in you when they chose you as the principal?

M.S: That is a long story. No one in the "Amal" network knew me at all. All they did know was about the persistent struggle I engaged in against the previous principal, who had been in office for 10 years, and I forced them to make him step down. If it were up to them they would never have appointed me.

Researcher: Sorry for interrupting, perhaps the trait of being a consistent struggler made them choose you?

M.S: Not really. Well, it was a war forced on me. I am a peace seeking person. The appointment was a kind of no choice. They decided to appoint me as a substitute, and only later realized the school was in good hands and I was officially appointed.

Researcher: With your permission, let us go to another issue. As a principal, do you initiate change or adopt it?

M.S: I certainly initiate changes. Everything in this school is a result of my initiative. Not only have I initiated changes in all domains – pedagogical and social – but I also led the implementation process. Every corner in school expresses the changes the school has undergone over the years (with all the hardship that stem from changes). The changes were at all levels – school climate, school buildings, empowerment of the teacher's room, change in pedagogical perceptions, and introducing "Bagrut" examinations to school. All these enabled the increase in the number of students on the one hand, and leading the students in an educational process that affects the shaping of their personalities and future success. You can certainly say I have

initiated and led the changes, and I still do. The teachers' room I received was nothing like that of today. Today the staff members are aware of their abilities, are used to expressing their opinions and explaining them, know when to back off' study and get enrichment courses. The staff has been through a major transformation/ even the secretary got a college degree. They all emphasize that any chance they get. I am still amazed at the changes and the growth the teachers' room has been through. It is like taking a student and creating circles of success, and these circles keep expanding. As success increased, the staff members' self confidence increased as well. They learnt to accept me as a leader. My room is full of all kinds of praise and appreciation letters from the teachers. They make sure to express their appreciation every year, and I thank God for this success. They gradually got their "spikes" off. Today, if I call them in the middle of the night to advertise the school, they will all come – that says it all.

Researcher: Do you engage in a process of planning the curriculum via the resources allocated to the school, and do you monitor the process?

M.S: Certainly. Like any school we are required to plan, and meticulous planning is actually the key to success or failure. As a principal I have to plan, examine and assess the process. Planning is the grounds for comparison with what actually takes place in the field, what succeeded and what failed, for finding out what we can learn. The school is small, and as a result, so are the resources, and I have to be really careful all the time. Hence, planning is a must and has to be done wisely and carefully. At the same time we must keep initiating and be creative. For instance, the prevention of drug and alcohol abuse project – we are the first school that made a program that is not based on one year. Each year we make the required changes. Today the project is implemented in all Ministry of Labor schools. In summary, it can be said that planning is a must, also because the authorities now require it.

Researcher: How would you describe yourself and your strongest personality traits?

M.S: I am an eternal student. I love to study and to learn new things. I am an intelligent woman and am sensitive to my environment. By nature I fight for justice and the things in which I believe. I hope I am a good role model for the students and the teachers. I love people. I love to compliment people, but at the same time I am demanding.

Researcher: How do you reward the teachers, if at all?

M.S: I reward financially, by expressing my love, giving them letters of praise and so forth.

Researcher: Do you present challenges to your teachers?

M.S: Certainly. For instance, when I was appointed and started leading pedagogical changes, one of the challenges I presented the challenge of leading students towards the "Bagrut" examinations. To help them overcome their concerns, I myself taught a class for a "Bagrut" in written expression. By the way, I and the Educational counselor taught English and had students take a "Bagrut" exam. I am trying to set an example. If we need to market, I am the first one to do that, and if you have to be in a certain place at a certain time, to plan or to set goals I am the first to be there, and the teachers learn to do the same. In the first year we had students take "Bagrut" exams, the counselor and I did it voluntarily. Moreover, if there is a manpower problem, and we have to substitute, I do it together with the other teachers...

Researcher: What I understand from what you are saying is that your personality traits make you a role model for both teachers and students. Are these the traits that represent and define a leader?

M.S: Setting a personal example is one of the basic traits every person has to have, including at home with his children. That is what I believe. Teachers more than everyone else have to be role models. I always remember the saying "And your eyes shall see thy teachers" suggesting that a good teacher is one who certainly knows that his or her behavior influences the educational community in general – students, parents and colleagues. What leads me in my demeanor in general, and in particular is "live up to your principles". First demand things of yourself and then from others. This is what moves me. If you live this way, when you make comments to others they will understand it and harsh arguments are avoided.

Researcher: What you are saying is that you make efforts not only in developing your qualifications but also those of the staff?

M.S: Yes. This has been one of my goals – to empower the educational staff. The teachers' profile had been low for many years. Over the last decade or so, teachers studied and got their degrees. Even the secretary is studying for her B.A degree. We study in the teachers' room all the time. This is a school tradition – in-service courses. We also get all kinds of lectures about a variety of topics to enrich our spiritual and cultural world. I am a role model in this as well, and I personally took a course in graphology, I specialize in energetic healing and while managing the school I got my M.A degree.

Researcher: You have actually answered the question I wanted to ask you about leading pedagogical changes and whether you motivate the teachers to achieve more.

M.S: I am naturally achievement oriented. After three years of managing the school, we received the "Outstanding Technological School Award", the students started

succeeding in their final examinations and our graduate continue studying for technicians' or practical engineers' certificates.

Researcher: Last question, Do you draw conclusions from feedback?

M.S: Feedback is a must, like planning, like any other thing that has become an integral part of the school. Feedback has become a tradition and teachers are invited for one-on-one conversations with me once or twice a year. We talk about achievements and about difficulties and problems that require solutions, about the teacher's strong points, and about things that require improvement or upgrading. The students are also required to fill in feedback forms regarding their satisfaction with the school. Feedback is a central tool. For instance, following teachers' feedback we have set up an educators' forum where we hold discussions of dilemmas and problems that preoccupy teachers, we look for solutions together. In this way teachers feel they are supported and empowered and are more keen on cooperating with others as well as sharing their concerns with others. Together we have created reliability and mutual support.

Researcher: I want to understand. What you are saying is the school has a staff that speaks one language?

M.S: I don't know if we all speak one language, but we have certainly created a system of trust, transparency and caring. We have created a lexicon that is common to the teachers' room.

Researcher: In the beginning of the interview you have related to the men who did not accept you as the principal – was that because you are a woman or because you were one of the staff? Can you expand on that?

M.S: Over the years I realized that it was just a habit of working with men (most teachers were men). As we know, men have different approaches to life, and in the teachers' room the language of aggression ruled. The man comradeship and commitment to each other governed. The teacher's room was characterized by a "divide and conquer" approach. I, as a woman coming from another place, another culture and another education system, knew there had to be a different spirit of cooperation and mutual respect, respect to others' opinions, tolerance, and patience. This threatened them. They had no idea how to cope with it. It scared them and led them to a shut off in their traditional attitudes. For example, when I asked for an opinion about a certain issue and wished to hear all teachers, the second said what the first had said the same and so on. It was amazing. To tell you it was an easy, fast process? I cannot. It was a long, tedious and complex, often frustrating process. But when you have a goal you find the strength, the understanding and the patience to enable the process, and as researchers say about introducing changes, this has been an essential change and has required a good deal of efforts, but in the end it pays off. We have also learnt not to be ashamed to start discussions of any issues that has been bothering us, to listen and to offer solutions.

Today I can certainly tell you that one of the lessons I have learnt that I have managed to take something from each of my former principals and add the things I and learnt to my own style. Trust me – all of them had amazing traits, including the one I had fought.

Researcher: I thank you for the interview.

M.S. Thank you and good luck with your research.

Interview with the Principal of the Technological School in T.

Researcher: Good morning. Thank you for agreeing to meet me for an interview that has to do with my PhD research. I am studying the issue of women principals of comprehensive and technological schools. That is going to be the topic of this interview. Would you please introduce yourself?

I.S: My name is I.S. I am forty years old and a mother of five children. I have a B.A in Art and Philosophy, and an M.A. in Educational Administration. I have been in the teaching for about 15 years. I became a principal by chance. I flipped through the newspaper and saw they were looking for a principal in the technological school. I applied and got the job. I have been a principal since then.

Researcher: Can you go back in time and try to recall your first three years? What kind of school did you get? Who were the students? Can you also relate to the staff, work plans and in-service courses?

I.S: When I was appointed, this was a one-year based school for adolescents and teenagers. That means the students were 17, they would learn their vocation and at the end of the year they would be tested for technological vocational certification. The basic school subjects were taught, but were secondary. I, in my pedagogical approach, believed the youth should spend a longer period in school, a period in which good educational work can be done.

One year is a very short time. You cannot influence or make a real difference in one year. Education, according to my approach, is a process, and for the school to influence a student positively the process has to start at a younger age and for a longer period and that is what I did. Together with the students who took the one year courses, the school started absorbing graduates of the 8th, 9th and 10th Grades. In this way the school developed into a high school with students in the 10th, 11th and 12th Grades, and changed gradually and became a technological vocational high school. In addition to this essential change and at the same time, work was done in the teachers' room. We had to empower the teachers. The teachers' room became a learning community. Teachers met for joint in-service courses, teacher chose to study for academic degrees. New teachers that wished to be accepted to the school had to have a college degree. Treatment of the children also changed. Since the students' profile had not changed – the school consisted of students whose self esteem was low, who had experienced numerous failures, rejection by formal education institutions, violence, attention problems, drug abuse; students who came from low socio-economic backgrounds, and adolescents at risk. The long stay at school enabled the students to undergo a longer process which is far more significant. In the three years that students have spent here, we have done a good deal of work on both the pedagogical and social levels. This led to a situation when a student arrived in school at a certain situation, came out in a different situation.

Our graduates have learning habits, can cope with learning in a framework, they have closed gaps in the technological vocational domain, and also in the basic subjects: mathematics, Hebrew and English and other humanistic subjects such as history. The graduates' self-image improved, they have been more empowered and self-confident, and as far as the school is concerned, the graduates are accepted to the army and that is an achievement for these youth on the personal and developmental level in addition to proven pedagogical success.

What I remember well from those days are the teachers. The changes that have taken place over the years have not always been welcome by the teachers. The veteran teachers found it hard to get used to the changes. Habit was stronger than anything. They have not always internalized nor have they implemented changes, although they had allegedly received the same tools as all teachers, but they kept treading in the same place. According to what I heard, the atmosphere in the teachers' room before I was appointed had been one of suspicion... this has gradually improved and perhaps it is the outcome of learning together, co-operation, common goals – this togetherness has its advantages.

Researcher: I, tell me please, has the fact that you are a woman changed anything in the approach, attitude and teacher's behavior toward you? How about students and parents?

I.S: Yes, it certainly has for those men who had been used to being managed by men. The men were chauvinists. They did not believe a woman could manage a system that is a bit complex. Those teachers who had not internalized the changes... There were comments like Men could not do it so you can!?" "You cannot understand. You are a woman!" and so on. I still get comments like "If I were you I would act differently", and the meaning is more aggressively. "I would not give up". Apparently, though, over the years they have learnt to accept me, because they did not really have a choice.

They expected me to fail. They waited like a cat stalking a mouse. There were always comments regarding any activity, saying "It will not work, the parents will not come, there will be violence, you are dreaming!"

The first years were complex and very hard. I realized I had to develop trust gradually, and get them to believe in me as a woman and a human being who can manage the system and lead them to achievements.

Researcher: Have you felt that your being a woman causes difficulties in management? How?

I.S: Yes, definitely. The staff consisted mostly of men, and to use the most suitable definition, "teachers were conservative in their approaches". These were teachers who had led the school, professional teachers, who called the shots, and all of a sudden, an outsider, a woman comes and tells them what to do, and makes all kinds of changes, stirring up the system. This confused them because all of a sudden, the school started changing from an authoritative, institution into a place that considers

the teachers, their opinions and attitudes. I felt I was being watched the whole time. I understood their habits they had shaped under the management of men. This did not prevent me from implementing the pedagogical-social changes. In staff meetings, too, when an issue was raised and the teachers' opinions were required, they all objected. I would say what had been said carefully, trying to understand the origin of the objections and then decide. The teachers have been through a process. The objections decreased and the growing success of the school eventually led to its acceptance as any other school in my third year as principal. The number of students increased and even the greatest "rebels" could not dismiss the achievements.

Researcher: I would like to clarify an issue that arises from what you have said. You have related to male teachers in the staff, but has your response included the women? Have the women welcomed you?

I.S: Yes and no. Some of the women accepted me happily, and others behaved just like the men – they were the veteran teachers. Even if I had expected some "female sisterhood", there was none. They behaved just like their male colleagues – suspicious...it was terrible.

Researcher: That was in school. Now let us talk about the other side of the spectrum – your superiors.

I.S: When I got the job, there were comments on the part of administrators, such as "Wow, these are big shoes you are trying to fit into", "It will be hard, you will not be able to carry the load". On the surface, my behavior polite and gentle. This was perceived by men as weakness, since they had not known me and felt comfortable saying that.

I want to remind you that the school is a technological vocational one, and therefore there are male inspectors, so men they feel professionally superior. This was kind of implicit, and as long as the school went on the right track they could not do anything, though they tried every chance they had.

Researcher: Let us go back to school. How would you define your management style?

I.S: My management is characterized by a number of styles. It has some of the authoritative, bureaucratic and constructive styles. Sometimes the styles mix. When it comes to paperwork - I am bureaucratic. It depends on the situation.

Researcher: What are the personality traits that characterize you as a principal?

I.S: First of all I have faith. I have faith in the staff, in the students, in education, in school and its goals. When I was appointed principal I had a credo. I knew what I was going to do. I was consistent, uncompromising and motivated. However, I have

great sensitivity to the staff, the parents and the pupils. I love changes and initiate a great deal. I am also practical and actively implement my initiatives. I constantly strive for perfection, which is expressed in my striving for reaching the goals and advancing the school at all levels. I also demand from myself what I demand from others.

Researcher: If I walk into the teacher's room and ask what characterizes I.S. the best, what will the teachers say?

I.S: I think they would refer to my temperament, which is what moves the school.

Researcher: As a principal, do you draw conclusions from exceptional cases as well as from success and failure?

I.S: Certainly. I always learn from everything. Every case is a kind of new learning, so as to draw from it more tools for my "toolbox" of management. Also each case triggers discussion and a toll for learning and empowerment.

Researcher: Do you want to continue being a principal?

I.S: management is demanding. It requires a great deal of responsibility. Lots of people depend on you: parents, teachers and students. I love the domain of education. I love educating children. I love people, the interaction between parents, teachers and students. What I do not like about management is politics that seeps in. Politics ruins things. Once you are in management, your priorities change, you lose some of your objectivity, and you miss some of the main point which is caring for the children. Anyone who provides services for children has to be pure, and unfortunately that is not the case. Budgets are per student, but any addition requires politics. Nothing is to the point, it is all a matter of "you'll scratch my back and I'll scratch yours".

Will I continue managing school? The answer is yes, but I would like to be a principal of another school. However, when I think about it deeply, management is probably the same everywhere, and here, at least, I am working with students who need to be nurtured and empowered. It does not matter which school you are in.

Researcher: thank you very much for your time and openness. It has been very interesting. I wish you the best in the future.

Interview with the Principal of the Technological School in H.

Researcher: Hello, R, Principal of the Technological College, H. We are now in Jerusalem in a principals' conference, and I would like to use this break to interview you. So thank you for agreeing to this interview and as I explained earlier, my research topic is "Women Leaders – Principals of Comprehensive and Technological Schools". I would first like you to introduce yourself.

R.Z: My name is R.Z. and I am the Principal of the Amal Technological School in H. I have a B.A. in Art and Literature from H University. I also studied for my M.A in H University – Literature and English. I have completed my PhD obligations at the LT University in Budapest. I have two children – a son, 30 years old, and a daughter – 25 years old.

Researcher: How did you get to management?

R.Z: I taught English and Literature for 34 years. I was a vice-principal and a pedagogical director of the school for eight years, and lately I have been appointed the principal of this school. I would like to tell you that in the previous school, the principal was a man. His management style was centralistic stemming from his personality as a military officer. Our ties on the personal level were good, but on the professional level we had many disagreements. Our educational approaches are different. For him, discipline was the main guiding principle, and he was lacking on the pedagogical-social aspect.

Researcher: You have worked for 8 years as his vice-principal. What have you adopted from his management style?

R.Z: I have taken nothing from him, but if I had to emphasize his strong points it would be that of discipline with both teachers and students. The school was under army support, and that is why discipline was such an emphasized characteristic of his. I complemented the pedagogical and social aspects, which led to the many conflicts we had.

Researcher: You became principal five years ago. What was the first thing you did when you arrived at the school?

R.Z: When I came to school I saw things that were in contrast to my educational approach. I saw things that were positive and preserved them, because I believe if something works well, it has to be preserved and encouraged.

Researcher: Before we talk about your educational credo and the changes you introduced to the school, I would like you to please introduce your school.

R.Z: The school is a technological vocational industrial/technological school. It has all kinds of technological vocational and technological routes, the last addition being cellular telephone communication. The students are graduates of the 8th and 9th Grades. In the 11th and 12th Grades the students take final exams for their technological vocational certification by the Ministry of Labor. In addition students can accumulate up to 14 technological "Bagrut" points.

The school's profile: Varied student population – Israeli-born and new immigrants from Russia as well as students from the Druze and Moslem populations. All students are defined as youth at risk – they have learning difficulties, and our school serves as the last station where they can be saved. They are students that were ejected from the regular formal education system.

The school consists of 20 teachers – men and women.

Researcher: How did the teachers accept you as the new principal?

R.Z: It was not simple. Some of the teachers welcomed me, and others did not. Some were suspicious. There were teachers who were hoping that that was the time to make changes, so the school could head in more positive directions. You have to understand that the school has been through great fluctuations. They had a new principal every year. Uncertainty governed the atmosphere. Teachers lost hope and motivation. Naturally, the situation could be defined as one of chaos, which was reflected in the teachers' room and in the school yard.

The pedagogical and social norms were shaky at best, and there was no adherence to working norms both on the part of teachers and students. There was a lot of violence. The school was characterized by lack of certainty and lack of confidence.

Researcher: So what did you do when you learnt about the situation?

R.Z: First I had individual conversations with teachers in addition to general talks with the staff. I learnt about the situation of the school, and the first thing I sought to do was to introduce a new spirit of optimism and hope for both teachers and students. I set up professional working teams, and brought a psychologist to school. Before that there had been no such a function in any Ministry of Labor school. The psychologist's role was to help us with teachers and with the students. This was my personal initiative for healing the school and enhancing the teachers' mental resilience.

Socially I did nothing for the teachers. I did emphasize team work. We have created a contract, a shared credo. We have implemented new pedagogical programs and preserved the old, good ones. We have created our own text books while emphasizing teamwork and mutual fertilization. Parents and students were involved.

Researcher: What you are describing...you have introduced quite a few changes. Can you refer to how teachers accepted you as a new principal and how they responded to the changes you have made?

R.Z: It is known that most veteran teaches at the average age of 46 find it hard to accept changes. My teachers, because of the experiences they had had with closing the school, some of them welcomed the changes, but the situation was very hard for others. Fortunately, there was a group of teachers who were willing to work as a team and welcome the changes. We are still undergoing the process of implementing the changes, but the group of teachers willing to cooperate is growing. Today you may say that most teachers have gotten the message and are making efforts to develop the school. As I mentioned earlier, there are 20 teachers in the staff – 6 men and 14 women. During the process I have noticed that women have been more open to changes and men are more fixated. Women are more flexible than men, who seem to be accepting the changes, but do not implement them in practice.

Researcher: Was the fact that you are a woman welcome?

R.Z: The answer is mixed. Some of the men accepted it well and are cooperating, and the same is true for the women. With some of the teachers, both men and women, I feel I am not accepted, and I believe that depends on a person. Since I am naturally authoritative, most teachers accept me as an authority, meaning, there is no overt resistance. The teachers do their work as required. If there is any resistance I do not know about it. I cannot point at a specific problem there. Practically, once the work is done as I require, I have no problem with how he teachers feel.

The principal that preceded me was a man, and he was not well accepted. I can definitely make a comparison according to what I hear from the teachers. He was not accepted as a pedagogical authority regarding his working methods or his demeanor. I usually involve the teachers in the decision-making process and in the activities. Perhaps that is why they express fewer objections.

Researcher: Are your ties with the teachers based on deep acquaintance with them?

R.Z: Socially I have no connections with the teachers, but professionally I do. According to my attitude, the principal is the role model setting the tone in his or her professional work and involvement. For instance, I also serve as the English coordinator and I work with the English teachers to create materials thus leading a process of innovativeness, a change in the school and cooperation on the professional level. I deepen my ties with the teachers and get to know them on their strengths and weaknesses. My significant part in this cooperative work is the glue that bonds us and creates solid grounds for better work, confidence and personal and professional empowerment.

Researcher: What about the students?

R.Z: My door is always open. I love the students. I am authoritative, but I also make sure to show the "human being" in me, my feelings, - I know how to listen to the students and the parents.

Researcher: You mentioned your educational approach, the changes that you have introduced, and your professionalism. How would you define your management style?

R.Z: A mixed style: on the one hand – authoritative and constructive on the other hand. It is important to me to be a role model in planning and acting to implement the plans together with the teachers. I conduct feedback procedures twice a year to learn if the process I am leading has been implemented properly.

Researcher: You claim your management style is mixed, how is that expressed in practice, can you give me an example?

R.Z: I teach in the classes and make work plans. In fact, I demand of my teachers no less than what I demand of myself. It is important to me to develop work plans and teaching strategies, to empower the teachers and lead the students to achievements. I regard myself as a mirror, hoping the teachers will look and see the same. At the same time I develop plans and the school's credo with the teachers.

Researcher: On the one hand you refer to yourself as a model that teachers should imitate. What about staff development? What do you do about it? Give me an example of a teacher who was in a certain situation when you became principal and under your personal influence is now at a totally different situation.

R.Z: For example, regarding a constructive principal, I visit lessons and then the teacher and I discuss the lessons in a process of feedback and monitoring. I tend to point out the teachers' strong points, and in the end I say what I think needs to be improved, and this is part of the process.

Researcher: In your answer you use two concepts monitoring and feedback. Can you please explain the difference between them?

R.Z: Feedback – positive connotation; monitoring – negative connotation. I, when I observe a lesson, I see what is good and strong and what has to be improved, or what has not been done at all. In general, the atmosphere in these discussions is good. The goal is not to criticize from a stance of authority, but because I am really interested in the teacher's opinion, including disagreement.

Researcher: Today, if you look back, would you do anything differently from when you became principal?

R.Z: I don't think so. Before I started I did a great deal of thinking, prioritizing – first and foremost taking care of the teachers' room, developing the staff. The goal was to get the teachers united on the one hand, and on the other hand constructing norms for students. I passed the social domain unto the teachers' representatives, whose role it is to organize social activities for teachers so as to connect them to the school.

Researcher: Are you happy with the way teachers' room behaves?

R.Z: No. There is a problem. The elected representatives caused a division, and as a result there were new elections, and I hope the new representatives will handle things properly.

Researcher: Are you a good principal?

R.Z: A good principal is a very wide concept. I have made some positive changes. The feedback of this year reveals the teachers are happy with the changes and the process of developing the students' social and pedagogical program. They are pleased with the fresh approach, and I can certainly say I am a good principal. In addition, I am my worst critic. I make sure to check everything myself first, and the feedback seeks to reaffirm what I already know...I monitor myself.

Researcher: What are the traits that characterize you as a principal of such a complex system?

R.Z: I am stubborn, and insist on reaching the set goal. My key concept is consistent, and that is what I am trying to impart to teachers and students. At the same time, I am flexible when needed.

Researcher: As a principal and someone leading a school system, how do you define yourself, a principal or a leader?

R.Z: I am a leader. A good principal has a leader's traits. The principal is a leader, a role model. The expression "Follow me" characterizes the leader. He is dominant and active and people follow in his footsteps. A good leader has charisma, which is the key for leadership.

Researcher: Do you find differences between your management as a woman and a man's management in your line of work?

R.Z: I have encountered two male principals. Both had been in the army and were characterized by extra attention to discipline and they focused less on being warm to the students and teachers. These men were not characterized by sensitivity, which is more a feminine trait.

Researcher: Does sensitivity make a woman a better principal than a man?

R.Z: No, unless she is like a mother, insistent, persistent, consistent and flexible in addition to being sensitive and able to understand the students.

Researcher: Sensitivity to students only or to all school attendants?

R.Z: In my case, sensitivity is part of my character. I seem tough, but in time you learn to see beneath the shell, and then you feel the sensitivity.

Researcher: R.Z, this interview has been fascinating, and this is the time to thank you for helping me with administering the questionnaires to your teachers, students, and their parents.

Interview with the Principal of the Comprehensive School in S.

Researcher: Hello, T.T. I am grateful to you for agreeing to be interviewed about women leaders – school principals. Thank you very much. Would you please introduce yourself?

T.T: I am T, a school principal. I have been in the education system for 30 years. I was a teacher for 10 years, and I have been a principal for 20 years. I graduated from "Seminar Hakibbutzim". In time I did my B.A. degree in Educational Management at Bar-Ilan University, and my M.A in the administration domain at Derby University.

Researcher: As you know, I am doing research on women in management. I will be happy if we can focus this interview on women's status in general, and in the education system as a principal in particular.

T.T: Women's situation is relatively good. As a principal I meet more and more women who serve as principals and head big educational institutions. This makes me very happy. However, when it comes to the status of women in Israeli society, I am angry. I think there is no equality at all. Women constitute about 50% of the population, and they are still at the bottom ranks. I hardly see women in key positions – not in the academy, nor in economics or in politics. I find it hard to believe it has to do with women. Perhaps it has to do with something else that I cannot point out.

Perhaps that is our education that moves us to the margins, and it makes me angry because I believe women are intelligent and talented, and they are not equal less than men. On the contrary, women have great capabilities, and their emotional intelligence is higher than that of men. We are better at leading processes, and I have no idea where this great "miss" was born, to push women aside and prevent them from expressing their abilities at all domains and levels.

Researcher: As a school principal, you maintain that women have a respectable place, and on the other hand, you say there is a problem in our education. What have you as a principal (20 years or more) done to emphasize the equality of the sexes, what is your influence of the many generations that have gone through this school?

T.T: My educational approach is certainly egalitarian, - all students have the same choices, but I always think choices are made according to clear predispositions. Girls choose mostly humanistic subjects, while most boys tend to choose sciences. It never ceases to amaze me.

Researcher: What you actually say is that this equality issue is deeper and starts with primary education at home, despite giant leaps in women's development regarding their place and status in the last century, there are still problems.

T.T: Every woman does more than a man. A woman both works and manages the household. Even if there is an alleged equality and sharing of roles, the women end up doing more than men, and that is a fact; the household is on the woman's shoulders, and so is the children's education in addition to the job outside the home. The achieved equality between the sexes has not made things easier for women. Actually, things have become harder.

Researcher: Is the issue of awareness of the equality between sexes expressed in traditional role division?

T.T: We are the generation of the desert, who on the one hand took an additional role upon ourselves, so we studied, got an education and went to work, building a career. On the other hand, we have not totally disconnected from our traditional roles – a woman belongs in the house. What we have done is to add another load. Take me, for example, I am a successful career woman, a school principal, a leader, but I find myself doing everything my mother did: a model housewife. My mother had never worked outside the house and focused on cooking, baking, cleaning, sewing and taking care of the children. She managed the household and all the responsibility was hers. I “dance at both weddings”. I am a career woman on the one hand, but a mother on the other. It is true there are differences between my mother's roles and mine. We, “desert generation” want to be able to do both. There is no doubt that our mothers' model has influenced our sub-conscience' because when I look at my daughter, she conducts her life differently. She is a career woman. She has no problems buying ready-made food. Her conscience does not bother her. She set a goal and her career is more important to her than the traditional role. This is where the change begins. In the next generations the role division may be different. But so far a woman's work outside the home is considered an additional source of income, and that is problematic.

Researcher: From what you are telling me, it seems the issue of women's status is still developing and it will take a long time before we get to an optimal situation. Do you think women are to be blamed for the situation? Is it in our nature? What do you think about Feminists?

T.T: I am not a Feminist and not pro-Feminists. I like being a woman. I like to be spoiled by my man, but on the other hand I am an opinionated woman. I like to express my opinion. I want to leave my mark on society. I think Feminism is going too far. I do not like extremists. I want women to have a respectable status in society. I want women's capabilities to be expressed and leave a mark; I am for finding the golden path. We do not have to prove anything. What we do is the eternal proof that women can do better than men in many domains. I think women are physically different from men, so men are stronger. There are things that men do and women do not. A couple needs mutuality, equality and each complements

the other. As far as I am concerned the man is the Minister of foreign Affairs, and I am the Minister of Internal Affairs.

Researcher: You are talking about couples, and I suggest we don't engage in that. Let us go back our topic and look at the issue of you being a woman-principal. The question focuses on the principles guiding you. Can you tell me the difference between a principal and a leader, and where are you on this continuum?

T.T: I see myself as a leader. Management to me is a bureaucratic thing. It is a rather boring domain compared to my educational approach that stems from a totally different place: it is important to me that students come to school happily, that they be loved and cared for, and it is important to me that the educational staff will reflect respect to others and be on the same wavelength as the students. I believe that a system based on respect, understanding, love and caring will develop into a variety of activities leading to achievements. When I was appointed I had no idea where I was heading. It was clear to me, though, that I wanted good atmosphere at school, because this is what leads to good development. The first thing I did was to create a program for the development of comfortable educational climate. This means, a climate of security, confidence, tolerance and patience. In the beginning I was busy shaping my "self" and after a year, I realized that if I wanted success, I had to involve the entire staff. We all lead processes: we learnt and acquired tools. We established relationships of mutual trust and engaged in collaborative educational activities; we learnt from personal and shared experiences, and it gradually seeped into the field. At first only those who were interested joined in, as some hesitated or lacked faith, a fit took us five years to develop a school credo, a common language, being consistent, tuning in and all these were respect and love for others, and for students most of all. It was a lot of work, but I the end the results were satisfactory for all – the educational staff, the students and the parents. The school got the highest scores on all parameters – achievements, school-climate, lower violence rates. We set a goal each time and charged it from every possible angle. Then we moved to the next goal. You wanted me to refer to the issue of leadership. I believe you either have it or not. Leadership to me is leading others who know how to plan and see the big picture, but also the details; it is something a person has within, call it charisma. I feel I have it. The staff follows me. It is not always easy. You have to persuade, to encourage, to reinforce, to know how to sell your idea to the teachers. I am not one of those principals that make decisions and force them top-down. On the contrary, I feel more like a mentor, not above the teachers, but one of them. It does require me to be a role model. For instance, if I want a teacher to treat a student with lots of love and caring, to be polite to the student and respect him or her, I have to treat teachers this way. This is the best way to convey messages. So you can tell me everything, but things have to be said in the right place at the right time. I treat my staff as my class, and they will treat others the way I treat them. Teachers report they have learnt a great deal from me, and I am happy. This is what I call leadership.

Researcher: Before you became principal, was there a man or a woman principal?

T.T: It was a woman, and unfortunately, she was neither a principal nor a leader. She was constantly afraid of meetings with the staff. There were hardly any staff gatherings; there were no shared goals. Each teacher did what they thought was best. There was neither a dialogue, nor partnership. When I got the job I knew what I should not do. I sort of started from scratch. Such a situation has its advantages and disadvantages, but I came with lots of energy!

Researcher: and if I met your staff and asked them about the traits that make you a leader, what would they say?

T.T: The teacher would say that their principal is very energetic. She is a walking energy ball. She manages to carry us with her enthusiasm. She is the school's "living spirit".

Researcher: Are there intrigues in the teachers' room?

T.T: Yes, like in any other place. It is expressed in sarcasm, some sense of discomfort, and I as the principal have to put the issue on the agenda and take care of it. Usually you hear more professional talk about the pedagogical work and the students. I delegate authority. My vice-principal takes care of schedule issues. The role division in school is very clear. Teachers know what they are supposed to do. I also make sure their rights are protected as well as their private lives. At the time when the school was undergoing the five year process, I made sure teachers did not have to go out of school for their in-service courses. They cannot be overloaded. If teachers ask, I always try to solve the problem, and when I can't I explain my inability to help.

Researcher: Thank you for the very interesting interview.

Interview with the A, Principal of the Comprehensive School in T.

A. is a principal in a comprehensive school principal in the town of T.

Researcher: Good morning. Thank you for agreeing to this interview and for making time for meeting me. As I explained earlier, my research topic is "Women Leaders – Principals of Comprehensive and Technological Schools". I would first like you to introduce yourself.

A: My name is A.H and I am a principal of a comprehensive school Grades 7 – 12. I have been a principal for 11 years. I have an M.A. Degree and I have also graduated from a Principals' program and have a teaching certificate in Literature and Written Expression for high school students. I am divorced. I have 4 children and 3 grandchildren.

Researcher: Researcher: How did you get to management?

A: I had been a teacher for 11 years and got to be the junior division's principal. At that time, the town joined the reform, and the experience was amazing. I got to be one of the first principals in town who got the junior division. After two amazing years in the Junior High School, they were looking for a principal for the entire school and I got the position. The amazing thing was that I have managed a six-year school where teachers who had guided me were now under my leadership. That was a time when we made the first attempt to create a six-year continuum. I have managed the school firmly. The most amazing thing was that I had to manage the teachers who had been my mentors. I have to note that there was another school in town, which had also been through the same process, and it did not work. There were bitter battles between the High School and junior high School principals, and city officials to manage this school, where I have been to this day.

I have been here. Despite the difficulties of leaving the previous school where I had grown, since there was a good deal of political pressure, I agreed to accept the challenge and see what was in store for me and for the school. I hoped I could cope with the challenges. I worked very hard, while having to face the JHS's principal ongoing overt objections. Eventually, when everyone realized there was no other way, that principal had to give up and retired, and as you can see, I manage both divisions. It is not simple. I had to invest a good deal of effort to develop trust among teachers, choose stakeholders. I reorganized the High School. When I came Bagrut success rates were about 19%, management was weak, teachers were embittered and it is quite clear – when in war everyone loses: teachers, students and principal as well as the community.

Researcher: Who managed the school before?

A: The previous principal was a very good man, but he got tired of the JHS principal's wars and left. It has to be noted that he is a principal of a school in one of the nearby towns and is doing very well. The JHS principal, on the other hand, failed miserably. Her students were not properly prepared for high school, and hence, their success rate was very low in comparison with other students in the country. When I think about them now, it is hard for me to believe that I have succeeded in this impossible mission. On the one hand, you want to do things and advance, but on the other hand, I had to engage in struggles that had harmed all aspects of the school. In the high school, too, things were terrible. There were no regulations, no documentation – and the first thing I did was to reorganize at all levels. I assigned roles to people: a pedagogical coordinator, a discipline coordinator, and a social education coordinator. There were meetings that lasted all night. There was a lot of work to do in a little time. As I told you, school had to be properly organized as befitted an educational institution basing its work on professionalism, setting educational value-based goals, achievements, promoting the weaker students and advancing excellent ones. Clearly, teachers understood the situation and mobilized to help with any task. Teachers that were not willing to accept the changes, simply left. I was merciless, and would not give up. Teachers who tried to just do things so as to say they were doing them, or objected just found themselves out of school.

Naturally, before making changes I demanded that the network as well as town officials did not interfere in the steps I was about to take. I asked them to give me a year to develop the school properly, and promised to take responsibility and leave if things did not work out, but until then, I asked them to leave me be and let me do the work. I want to demonstrate: there was a vice principal and as soon as I realized that could not work with him in harmony, I demanded that he be removed from the system. Teachers who could not bear the load or accept the changes left, and those who remained worked very hard, but it paid off. I want you to understand that it was not easy to get the opposing principal out of the system. I invited an educational consultant who could professionally and objectively help us find solutions for the situation and create grounds for cooperative work. This whole process was documented, and the consultant indeed reported to the mayor and the Ministry of Education that the JHS principal was not suitable for the job and had to be replaced immediately. From this point on it was easy to do the work. Furthermore, the consultant conveyed a clear message to those I charge to enable me to focus on the work because I knew what I had to do.

The thing that convinced them the most was the Bagrut results, because success rates today are 65%. You have to remember this is not a selective school, and it has 1000 students from all parts of the town, 124 workers who require support, a good word, and thank God I can say the school works wonderfully. Today we have regulations, objectives, work plans, feedback and monitoring.

I have to state that all our goals and objectives are in line with the Ministry of Education's goals and objectives as well as those of the network to which the school belongs. I always make sure to make changes but I also make sure that everyone treats everyone else with respect, so all teachers and workers work in cooperation.

The school is divided into teams. Each team is responsible for a task. For example, administration workers took the task of marketing the school and have been doing that for the second year now, with great success, I might add. My secretary heads this team, and she takes the initiative and advertises and so on. You know, she feels involved as she takes part in board meetings and so on. Each worker contributes his or her share, and is thus more involved in the school and feels ready to contribute. I can tell you about the gardener who was invited to attend meetings. He was so moved that he burst into tears, as it was the first time anyone cared about his opinion. In the end, the school is a second home to all these people, and that is the secret.

Researcher: I hear enthusiasm in your voice. You describe your success as a principal. What is the secret in your personality? Does being a woman make the job easier?

A: From where I stand, I maintain a woman has the ability to adjust. A woman can take on a few things at a time. In principle, men find it hard to do a few things at the same time. I am divorced. I raised four children while managing a school. I can manage both my household and the school firmly and properly. To prove it: all my children have academic degrees. It is true the work is very hard and requires constance, courage, determination, self-discipline, creative thinking and more than anything else, you have to love what you are doing. If you are here just for the title, nothing will happen. A person has to tell himself "I can", and this should lead to progress. I can say about myself that I have something special that helps me succeed in my personal life, but also integrate my professional life successfully. Managing a school requires political awareness. You have to be aware and walk on this thin rope – making sure not to hurt and not to be hurt. On the one hand I am required to run the school professionally, and on the other hand I have to maintain good ties with the community: the Mayor, the education department director, the Ministry of education, network personnel. When you are a principal you have to learn and become a "politician" to protect your school.

Researcher: You say there is something unique about you, which makes you succeed in managing the school well, can you tell me what that something is?

A: I can tell you that when I got the job, my father told me, "You are a smart young woman, and I think you are making a mistake taking up school management. I am afraid you will lose your modesty, because these roles are cut-throat. As a school principal you may change for the worse, because the job is demanding and requires some kind of aggression, and I do not want you, my daughter, to lose your precious properties. I am really afraid you will change." Of course I tried to calm him and tell him he need not worry, and when he saw I was determined, he made me promise that I would get up and leave the moment I felt that I was no longer human.

I have to tell you that you have to invest a lot: to create team work, set goals and objectives, and above all, you have to remember that those that work under you are human and have to be respected. Being a "human being", that is my key to success. So you can say I caused a revolution. I believed in my way (a principal has to believe in her way). I also have to tell you that I am highly achievement oriented. A school principal has to have a conductor's skills. Everything has to be timed correctly and the melody has to be pleasant to the ear. Each instrument has to connect to the other instruments – in short creating a harmony. I have to be on my toes, because when something does not work, the whole system vibrates. You have to focus on the needs, map goals, and it is a magic circle – making sure the dance is perfect.

Researcher: Between the lines I hear a lot of power. Do you use it?

A: The truth is I have as good deal of power in school and in town in general. I can use this power, I can also abuse it. I prefer not to abuse power. People appreciate my work. I do not beg to anyone. Everyone including the staff at school knows I am very consistent. I know how to accept comments. I would like to add that I get more than I give. I am in a constant process of learning. I have a golden rule: I listen to the opinions of others, because 'I might miss something because of the many things I have to do, and it is natural.

Another point that might be significant is...see... I know I am appreciated in the teachers' room. Of course not all 124 teachers are happy, but most of them are. There is a feeling of satisfaction with my performance. The power, which I would rather define as strength has to be used for the community both in school and in town. Moreover, I have been blessed in the ability to identify potential leaders for advancement and empowerment, and I use that. In town they know that whenever they need to appoint a certain person to a job, they always come to me. They know I am a principal that can develop good people and I know how to prepare people to management jobs. Three days ago the Mayor turned to me and asked me to refer a potential principal from my staff. When I tried to complain that I prepare my staff for roles in school and in the end they come and take them to management jobs in town, his answer was that it is a compliment that everyone in town knows that when you identify a teacher with potential you just empower him or her. It certainly is a compliment, but on the other hand, I find myself investing all the time and it is not so simple.

Today the school's wheels are well oiled and things run smoothly, but there is the daily routine and the trivial, technical things that one has to hear, update, be updated, report, solve problems – for me it is important to be aware of everything that is going on in school in all domains and at all levels to the last student. Do not forget that I also mentor new principals, I train teachers, I visit lessons and nurture generations of leaders, not because I have been asked to do it, but because of my personality. Other principals consult me, they like my advice and experience. I also forgot to mention that I am a home-room teacher, because I do not want to lose contact with the students – this is an experience in itself. I am very ambitious. I

want to succeed, and I do. I really appreciate my staff, and this is mutual, but first I do everything for my students.

Researcher: Thank you. It has been interesting and enlightening.

Interview with the Principal of the Comprehensive School in S.

B. is a principal in a comprehensive school principal in the town of S.

Researcher: Good morning. Thank you for agreeing to this interview and for making time for meeting me. As I explained earlier, my research topic is "Women Leaders – Principals of Comprehensive and Technological Schools". I would first like you to introduce yourself personally and professionally.

B: My name is B.V. and I have been the principal of a comprehensive for 8 years. I have a B.A in History and education and an M.A. Degree in Public Administration. I am a widow. I have three children and grandchildren. I live in Kfar-Vradim. I have come to management with great experience in special education (I was an art teacher), as a class coordinator, a pedagogical director in a comprehensive high school and now I am the principal of the comprehensive high-school in S. School management is rather complex, as you may very well know, we don't get to lick honey...

Researcher: Researcher: Let us focus on your role as principal. How did you get to management?

B: I spent two years as an inspector of elementary schools, and during that time I met a pedagogical director in the AMAL network. He was looking for a principal for the S comprehensive school, and asked me to help him find candidates. I asked him to give me a few days to see what I could do. We engaged in a deep conversation and he offered me the job. They advertised and I did not win the bid, but the candidate who won rejected the job, and then they started to convince me to accept the job. I consulted the district director and my colleague. He told me this was a complex school: conflicts among the staff, a problematic place, but he also said that if anyone could get the place back to order it was me.

His words surely flattered me by saying that I could restore the order in such a problematic school. So I accepted and started facing the challenges ahead of me.

Researcher: What did you find?

B: Today I know that the district Director's descriptions were accurate. It took me a while to realize that. The teacher's room was a viper's nest. It consisted of interest groups and the local paper thrived on the teacher's room wars. The pressure of removing the former principal was high and it showed on the teachers. I found it hard to accept. I promised myself that this would never happen to me, that teachers would manage to communicate with me, and that if things got that bad, I would get up and leave, but no one would make me do it. On the other hand, I decided to restore order and find the way to the teachers' hearts. It was important to me to introduce changes – to advance the students and to create a good school climate.

I have to note that the first thing that was important to me to achieve was the students' achievements which had been very low.

The truth is that it took me a long time to understand where I was, what the "culture" was. It was unbelievable – chaos had ruled and teachers had been busy gossiping and making efforts to remove the principal. The students were not even a part of the equation. It was important to me to nurture the youth. I was Frankenstein's student, and believed in the students' abilities to create opportunities. I decided to clarify things and made sure teachers understood that I did not care about their wars. I wanted achievements. I did not want to hear gossip. I did not want to take part in the emotions that were still active when I came into office. It is important to note that I made sure the teachers knew I was the principal and was looking forward to seeing achievements in all domains. I did not care who was for and who was against. I just wanted teachers to start working. I wanted to see the progress of the excellent students as well as the weak ones. The truth is I did not understand the conflict and did not wish to be a part of it. I had neither time nor energy and hence I set the goal of improving the students' achievements. Was I right to place all the emphasis on achievements? I really do not know. What I do know is that within the intensity of the "camps" and internal politics, I failed to understand the complexity of the staff, and perhaps it was for the best, as I placed them in some "drive" to try and improve achievements. Then it seemed the only thing that could make a difference, if any, and it seemed to me that if the teachers saw a principal that was not interested in the school's political kitchen, who set goals that were challenging and "neutral". I now know that I did not focus enough on taking care of the teachers' room.

Researcher: You speak about two things: achievements and the teachers' room. What happened in that domain? What have you done? I understand that there have been achievements and the teachers' room has calmed down. So what happened? How did the winds cool down?

B: True. You can say that things are a lot more relaxed now. We worked hard. I hired an external advisor and had workshops with the teachers. I know that teachers insisted on talking about themselves and what they had been through, but according to the advisor's perception and advice, we had to move forward rather than dwell on the past. Teachers had to see the new horizon. The workshops revolved around role definitions and their significance as well as the definition of leadership in general and teacher leadership in particular. Back then teachers found it hard to grasp the essence of the workshops. They were not available emotionally, and kept trying to take the discussions to what they had been through, while the advisor and I refused to engage in their feelings and emotions. We wanted to move forward. Was it right? I do not know. I am certain had to allow the teachers to "air" their feelings. This might have led to a better situation, but I cannot say since I was responsible for bringing that advisor and joining ranks with him.

During the years I found myself more tuned to the teachers' personal needs, but I make sure to connect them to school activities, and not to the past. I forgot to

mention that violence ruled in school when I started working here. The teachers' room was reflected in the school yard. We turned communication into a non violent one. We worked comprehensively with teachers, and indirectly discussed the teachers' conduct, which had been violent. Indeed they did not get physical, but there had been a good deal of verbal violence, and it was no less significant that physical violence – sometimes it is even harder, leaving scarred souls. Throughout the years I have made sure teachers would get enrichment during the school year. It is important to note that teachers have gotten to know me and realized I am a professional and know where I am heading. I am focused on a goal, and when I make comments, they come from then desire to provide feedback. Teachers learnt that I bear no grudges, that everything is clear and that all cards are on the table, everything is open, and the dialogue is constant. I keep explaining what I am doing, how and why. I also consult the teachers where necessary.

Researcher: Do the teachers accept your explanations?

B: That depends. Those who accept my explanations accept them, and those who do not – it is their problem. In time they understand or do not. However, the management is heard. In time I have set up some terms, and today I can say that many teachers will be sad to see me go. Things have definitely changed.

Researcher: Are you thinking about leaving?

B. Look, times goes by, and I will want to retire one day soon.

Researcher: You described your staff and the culture I the teachers' room as difficult. Do you remember what the first thing you did when you started your work here? The low achievements express the bad teachers' culture. How did you get into this lions' lair?

B: First, I had to assign roles to staff members and remove some members from certain roles which they had held before I arrived. I had to delegate authorities and convey a message of faith and trust. In the past, teachers' roles were assigned sporadically, and no thinking was invested in the process. Teachers thought that the same would be with me. On the surface, the way roles were assigned was below standard. Therefore, I started everything from then beginning:

- Choosing the right, professional people.
- Defining roles and their essence.
- The responsibilities regarding each role – delegating authority.
- Feedback and assessment.

I broadened the management umbrella, which my predecessor had not done. It took time for my message to seep in, but eventually I managed to turn the teachers into partners. The second thing was to teach people of authority and members of management that each student can succeed, and that we and to

increase the number of students who graduate with a matriculation certificate to 60%. It seemed to them that I had come from another planet. When we reached 62% they realized that we had actually won. I felt then, and I also emphasize it nowadays, both management and teachers did it – we have all made the youth believe in themselves, and the results speak for themselves. I myself teach students for the “Bagrut”, like all other teachers. This certainly made a difference in the staff. I make sure to teach and not to miss even one teaching hour. Even if I have meetings, I make sure to reschedule them, so as not to miss lessons. This serves as an example to all teachers. I work long hours at school, not only to set an example, but also because of my personal ideals. I did not have a vice-principal, I have not taken days off, and I have invested days and nights in order that the school get on the right track. Moreover, I have empowered people, who I thought were willing to try, and realized I was willing to dare, try, to flow, to support, to identify new options of teachers who were more suited to my style.

Researcher: Have you found such teachers?

B: Of course I have.

Researcher: Now that you are well familiar with the school on all its components and complexity did the previous principal take part in the culture of violence that was created, and of the struggles that took place at the expense of the students?

B: Certainly. The previous principal had a rather authoritative style of management – everything was done via shouting loudly. People would shout in the halls – teachers would yell at students, and students would yell at teachers. It was unbearable. While these things were still going on, I called the teachers and explained that things had to work differently with me – each conversation with a student or a colleague would be conducted politely and without raising voices. It was not simple, but gradually teachers lowered their voices and started acting on my demands.

Researcher: This requires a good deal of strength, patience, tolerance, persistence and perseverance in order to get to a significant change in the school culture. It also takes a lot of time.

B: Certainly. I am patient and tolerant. Above all, I am very ambitious. I really wanted to succeed. At first I thought the teachers' room culture stemmed from the remains of the struggles, but then realized this was a school culture I had to change no matter what. I have to note that my attempts to change the culture over a cup of coffee and polite dialogue were much nicer than standing and yelling at each other – don't you think?

Researcher: The people you appointed to different roles in the beginning of your office – are they still doing these roles?

B: Not really. I like to make changes and tend to appoint new people from time to time, to create some rotation, to freshen up and give other people a chance. This is how I found my vice principal who is a great man and an astonishing educator.

Researcher: How long did it take you to realize you were on the right track?

B: I cannot say exactly, but I think it was the end of my third year, when I started seeing the increase in the students' grades, when we reached 62% "Bagrut" certificates. It was amazing, the turning point! We then knew we were heading in the right direction. I want to remind you, that in MAAR classes we improved from 16% to 73%. I reached my goal that I had set when I came into office, and this change definitely stirred the teachers.

Researcher: Where do you get the strength, as you know that on the one hand there are power struggles, gossip and a culture of which you disapprove, and on the other hand you adhere to your way?

B: Look, on the one hand, I could give up and say I did not want to cope with that challenge. But it is not in my personality and honor to give up. On the contrary, it was my professional pride – I told myself I would reach my goals, and that is what happened. It meant almost starting everything from the beginning – from the discipline, the responsibility, and to meet the deadline, and leave it all to the teachers – give them responsibility and believe in them. That is what I did.

Researcher: I understand that school was in chaos. As far as I understand there was no order, no culture and no norms. This sounds hallucinated.

B: Look, for a long time the school had engaged in conflicts and power struggles for a very long time.

Researcher: Where were the town officials?

B: I don't know what went on. What can tell you is that when the Mayor changed, the new Mayor decided to stop this farce in the school and removed the principal.

Researcher: Did the principal leave?

B: No, the principal remained in the staff, a thing I could not understand, but as I was busy with my own survival, I did not attribute too much significance to it, and fortunately the new Mayor bonded with me and supported me.

Researcher: Did the fact that you are a woman make it easier for you?

B: It is funny that you should ask that... I am the principal, a woman, and all the names around me were male. Perhaps because of being a woman, or because of my

management style....What I can tell you is that I did not take advantage of being a woman, though I do convey femininity, but not as a working tool, but to convey a high level of professional authority.

Researcher: In the question I asked I referred to how people accept you – you are working in a town where many residents are orthodox, including the Mayor. This population regards women of authority differently. This is a community that still trusts men more than women, how do you relate to that with reference to your being a principal?

B: I am a strong person. I convey strength-decisiveness. I know what I want. I never give up. Nevertheless, I know for sure that sometimes politics infiltrates management, but I know how to set things straight.

I am seen as a strong woman who fights and delivers what she wants. They got to know me. I do not like to take things for granted, and I certainly do not want to be taken for granted. There is no such a thing as distance in S – neither for teachers nor parents. What amazes me in this unique population is that when I became a widow, no people were better – they were so kind! I was literally hugged. I witnessed the tenderness, the compassion, the beauty inside, the sensitivity...it is amazing...However, on the professional side they behave differently. I have learnt to accept them the way they are.

Researcher: Perhaps the professional aspect and the personal one are separated, and when a tragedy happened they manifested their humanity, as they first saw you the human being in you, a person who had lost her husband, and the fact that you were suddenly revealed as vulnerable, which aroused their compassion. Do you have friends in the staff?

B: Certainly not! This has been my choice. I made a point not to create friendships. That is how I wanted it to be. I did not want to belong to one group or another (because of the past), and I tried to avoid gossip. However, I would like to state that I have created a "society of colleagues" with two people- with my vice principal then, who is now the principal in Misgav and with my vice today.

Researcher: What in your personality made you connect to them?

B: We have had complete faith in each other.

Researcher: I understand you are afraid of trusting the teachers that is what "I understand from you.

B: Of course it is hard for me to trust the staff. I can participate in a meeting, and on the surface they are all trust-worthy, but suddenly, things that were supposed to remain confidential are known to all. You cannot keep a secret at school. So how can I trust them?

Researcher: Perhaps they feel that you do not trust them, and that is why they behave the way they do. Think about it. Can I ask you another question? The question is about politics in education – how do you cope with requests that you know derive from political reasons, and you have to act upon them, what do you do?

B: First of all, I am perceived as a very strong person. I get whatever I want. It is true there was one case when I had to “swallow my tongue” when the mayor asked to leave the former principal in the staff – the truth, it was not easy, but there is nothing I could do about it. There are certain things you have to do, and sometimes you have to compromise in order to gain other things instead. It was a problem for me, but I just accepted things and that was it. However, I got other things for the school. At any rate, I keep making it clear to one and all that I have no problem to get up and go. Politics is not welcome and interfering in education is a disaster, but this is the norm in Israel and one has to learn to walk among the drops and stay dry.

Researcher: Today, when you look back, what could you have done differently?

B: The success of the students and increasing the rate of “Bagrut” certificates should have been the first priority. I could have involved the others more and create constructive dialogue with the teachers. I should have had the ability to listen to things that were not entirely pleasant, despite the difficulty. A good thing is that I know how to identify people who have the ability to lead and I love the youth.

Researcher: Where are you heading?

B: Right now I want to continue and lead the school upward.

Researcher: I thank you for your time and wish you luck in your future work at school.

Appendix 2: The Quantitative Research

Questionnaire to the Teachers and School workers – the Principal's Work

Dear teacher,

This questionnaire is for you to assess the work of the school principal.

Please fill it in honestly, so that the proper conclusions can be drawn.

Please tick the appropriate square:

(1) Not really (2) very little (3) so-so (4) very much so (5) Absolutely.

There is no need to write your name. Thank you.

		1	2	3	4	5
1	The principal identifies with the school and its objectives and develops a quality staff					
2	The principal initiates or introduces changes					
3	The principal initiates and encourages pedagogical projects and unique study programs.					
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.					
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.					
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" (See Appendix 3) certificate					
7	The principal employs every available resource to "sell" the school in town and out of it.					
8	The principal sets an example in her dedication to work.					
9	The principal sets an example in her behaviour.					
10	The principal is caring and sensitive					
11	The principal allows autonomy in decision making to those who are in charge of teams.					
12	The principal rewards staff members on meeting deadlines.					
13	The principal sets goals and objectives, which are challenging and significant to the staff.					
14	The principal believes that all staff members have great potential					
15	The principal works hard at developing the professional skills of staff members					
16	The principal cares for educational and academic initiatives					
17	The principal leads changes in the pedagogical, social and achievements domains					
18	The principal draws conclusions from feedbacks					

Parents' feedback

Dear parent,

This feedback form is for you to evaluate the school and the work done in it. We would appreciate it if you feel it in honestly and seriously. Your answers will help us draw conclusions, so that we can improve our work in the future. Thank you.

(1) totally unsatisfactory (2) unsatisfactory (3) so-so

(4) satisfactory (5) excellent

1. School activities

		1	2	3	4	5
A	Academic achievements					
B	Discipline					
C	Education for values					
D	Home room teacher – student relationships					
E	Teachers treatment of students					
F	School involvement in the community					
G	Social activities					
H	Study projects					

2. The links with various school functions and parental involvement in school activity.

		1	2	3	4	5
A	I m treated well and the answers I get are satisfactory.					
B	I am treated well and the answers I get from the home room teacher are to the point.					
C	I am treated well, and the answers I get from the teachers are to the point.					
D	I am treated well, and the answers I get from the counsellor are to the point.					
E	I am happy with the parents' home-room teacher gatherings					
F	I am happy with parents' teachers' meetings					
G	I am satisfied with the PTA meetings with management					
H	I am satisfied with the cooperation regarding enrichment programs.					
I	I am satisfied with the teaching level.					
J	I am satisfied with the management					

3. Information about school

School provides the parents with up to date information about the various activities. The information is provided in many ways. Tick the ways in which the school informs you on the various activities. Add other ways if they are used.

Letters		Gatherings		Scheduled private meeting	
Bulletin to parents		Parents teachers' meetings			
Phone calls		Visits at home			

Comments: _____

12th Grade Students' Feedback

Age: _____ Stream _____ Nationality _____
Religious/ traditional/ secular

Mark the most appropriate statement according to the following scale:

- (1) to a great extent (2) indeed (3) it is hard to decide
(4) to a minimum extent (5) not at all

		1	2	3	4	5
1	I am happy at school					
2	The principal's door is open to students					
3	The principal shares involves the student-council in the decision-making process					
4	The teachers give me grades that I have earned					
5	The school's climate is good					
6	My teachers treat me with respect					
7	I get straight answers from the principal					
8	There is a variety of social activities that suit my needs					
9	Management cares for the student's well-being					
10	I am proud to be a student in this school					
11	My achievements at school are high					
12	I a pleased that the school principal is a woman					

Age: _____ Stream _____ Nationality _____
 Religious/ traditional/ secular

Mark the suitable answer:

Gender: Male/female

Teaching Seniority: _____ years

Education: Certified teacher / B.A. / M.A.

The following Statements describe typical circumstances and behaviours at school.
 Please circle the number which best describes the extent to which each statement describes what is happening at your school.

(1) not typical at all (2) not typical (3) it is hard to say
 (4) typical (5) typical to a great extent

		1	2	3	4	5
1	School works effectively					
2	The atmosphere among teachers is very good					
3	I feel free to work according to my perception and understanding					
4	Teachers at school have a feeling that they belong and are needed					
5	The office services are available to the teachers					
6	Teachers devote some of their free time to helping students with problems					
7	Staff meetings are purposeful and teachers are interested in "reaching the goal"					
8	The principal encourages changes					
9	There are informal encounters among school teachers					
10	There are many arguments among teachers					
11	The principal remains after working hours to help teachers					
12	Administrative paperwork in this school is a nuisance					
13	Teaching aids are available to teachers					
14	Generally, the teachers have a good deal of initiative and originality					
15	The principal is a role model in his/her dedication to work					
16	The teachers enjoy social contacts during work hours					
17	Teachers are socially engaged in limited social groups					
18	Teachers have to participate in too many meetings					
19	The Principal will not hear opinions that are contrary to his/her own					
20	Teachers cooperate so as to reach shared professional goals					

To what extent are you satisfied with the following?

- (1) I am totally dissatisfied (2) I am not satisfied (3) so-so
(4) I am satisfied (5) I am satisfied to a great extent

		1	2	3	4	5
21	With the level of the students' academic achievements					
22	With the extent to which school initiates and encourages social activities					
23	With the extent to which school develops the student's independent learning skills					
24	With the extent to which school prepares its students					
25	With the extent to which the school develops the students' motivation for achievements					
26	The rate of student absentees is a problem					
27	The students discipline and organisation is a problem					
28	The amount of under-achieving students is a problem					

29. To what extent do the organizational structure and role definitions at school suit the school's goals and objectives?

- 0. I don't know
- 1. Very unsuitable
- 2. Quite unsuitable
- 3. So-so
- 4. Quite suitable
- 5. Highly suitable

30. To what extent do the organizational structure and role definitions at school change to suit the changing school's goals and objectives?

- 0. I don't know
- 1. Very unchanging
- 2. Quite unchanging
- 3. So-so
- 4. Quite changing
- 5. Highly changing

31. To what extent do you believe stake holders at school have the skills to perform their roles successfully?

- 0. I don't know
- 1. Do not have them to a great extent
- 2. do not have them
- 3. So-so
- 4. Have them
- 5. Have them to a great extent

32. How clear or unclear is the role definition and areas of responsibility among the school staff?

- 0. I don't know
- 1. Very unclear
- 2. Quite unclear
- 3. So-so
- 4. Quite clear
- 5. Very clear

33. To what extent does the school operate consistently or inconsistently to reach the declared goals despite the difficulties?

- 0. I don't know
- 1. Very inconsistently
- 2. Quite inconsistently
- 3. So-so
- 4. Quite consistently
- 5. Very consistently

34. To what extent does the principal serve as a role model in his / her behaviour?

- 0. I don't know
- 1. Not a role model to a great extent
- 2. Quite not
- 3. So-so
- 4. A role model to a great extent
- 5. To a very great extent

35. To what extent do you feel the principal is caring and sensitive or not?

- 0. I don't know
- 1. Very uncaring
- 2. Quite uncaring
- 3. So-so
- 4. Quite caring
- 5. Very caring

36. To what extent does the principal compromise in his/her demands for a high achievement level?

- 0. I don't know
- 1. Very uncompromising
- 2. Quite uncompromising
- 3. So-so
- 4. Quite compromising
- 5. Very compromising

37. To what extent is autonomy given to stake holders to make their decisions in the domains for which they are responsible?
0. I don't know
 1. Very not given
 2. Quite not given
 3. So-so
 4. Quite given
 5. Very given
38. To what extent does the school principal monitor the extent to which staff members reach the goals assigned to them?
0. I don't know
 1. Does not monitor to a great extent
 2. Quite does not monitor
 3. So-so
 4. Quite monitors
 5. Monitors to a great extent
39. To what extent does the principal reward staff members for reaching goals?
0. I don't know
 1. Very unrewarding
 2. Quite unrewarding
 3. So-so
 4. Quite rewarding
 5. Very rewarding
40. To what extent does the school principal set goals and objectives that are of significance?
0. I don't know
 1. Does not set goals
 2. Quite not
 3. So-so
 4. Quite setting goals
 5. Setting goals to a great extent
41. To which extent does the principal act believing that each member of the staff has potential for advancement and improvement?
0. I don't know
 1. Very unbelieving
 2. Quite unbelieving
 3. So-so
 4. Quite believing
 5. Very believing

42. To what extent does the principal invest efforts in developing the staff members' professional development?

- 0. I don't know
- 1. Very not investing
- 2. Quite not investing
- 3. So-so
- 4. Quite investing
- 5. Very investing

Decision Making

43. To what extent do staff members initiate the issues which should be part of the decision making process at school?

- 0. I don't know
- 1. Really not initiating
- 2. Quite not initiating
- 3. So-so
- 4. Quite initiating
- 5. Very initiating

44. To what extent are decisions implemented?

- 0. I don't know
- 1. Not implemented
- 2. Quite not implemented
- 3. So-so
- 4. Quite implemented
- 5. Implemented to a great extent

45. To what extent is there follow-up on the implementation of decisions?

- 0. I don't know
- 1. Not at all
- 2. Quite not
- 3. So-so
- 4. Quite well monitored
- 5. To a great extent

46. Principals make decisions in four main manners.

Please rank them according to the extent to which they take place in your school. Mark 1 next to the manner which is the most typical, 2 next to the next typical and so forth.

- 46. _____ The principal consults the staff before deciding
- 47. _____ The principal makes his or her own decisions and notifies the staff.
- 48. _____ The principal makes the decision, but enables the staff to express opinions before announcing it.
- 49. _____ The principal emphasizes the way the group works in the process of analyzing the problem and making the decision.

47. Following are the four manners of making decisions to which you related in the previous section. Please rank them according to their significance to you. Mark 1 next to the most desired manner, 2 next to the next and so forth.
50. _____ The principal consults the staff before deciding
51. _____ The principal makes his or her own decisions and notifies the staff.
52. _____ The principal makes the decision, but enables the staff to express opinions before announcing it.
53. _____ The principal emphasizes the way the group works in the process of analyzing the problem and making the decision.

Staff

54. It is known that in some schools there is a problem of not focusing on shared goals. In your opinion how focused or unfocused is the staff at your school with regard to shared goals?
0. I don't know
1. Not at all
2. Quite not
3. So-so
4. Quite well focused
5. To a great extent
55. In some schools there is a problem of lack of teacher co-operation. In your opinion what is the level of co-operation at your school?
0. I don't know
1. Very low level
2. Low level
3. So-so
4. Quite high level
5. Very high level.
56. To what extent does the staff adhere to a norm of readiness to discuss conflicts constructively (direct discussion without hurting or being personally hurt)?
0. I don't know
1. Very low level
2. Low level
3. So-so
4. Quite high level
5. Very high level.

57. To what extent does the staff engage in open discussions of difficulties and deliberations (staff members willing to share their success /failure with others)?

- 0. I don't know
- 1. Not at all
- 2. Quite not
- 3. So-so
- 4. Quite often
- 5. To a great extent

58. To what extent is there a supportive or unsupportive atmosphere in the staff?

- 0. I don't know
- 1. Not at all
- 2. Quite not
- 3. So-so
- 4. Quite supportive
- 5. To a great extent

59. To what extent does the staff adhere to a norm of openness in expressing opinions and feelings?

- 0. I don't know
- 1. Not at all
- 2. Quite not
- 3. So-so
- 4. Quite open
- 5. To a great extent

60. To what extent does the staff engage in mutual sharing of knowledge and experiences?

- 0. I don't know
- 1. Not at all
- 2. Quite not
- 3. So-so
- 4. Quite sharing
- 5. To a great extent

61. To what extent does the staff adhere to a norm of working in teams on different subjects?

- 0. I don't know
- 1. Not at all
- 2. Quite not
- 3. So-so
- 4. Quite so
- 5. To a great extent

Appendix 3: Correlation between Attitudes to the Male Principal and the teacher's background information

	Item	Age	Education	Seniority
1	The principal identifies with the school and its objectives and develops a quality staff	0.246*	-0.199*	0.135
2	The principal initiates or introduces changes	0.268**	-0.224*	0.140
3	The principal initiates and encourages pedagogical projects and unique study programs.	0.297**	-0.136	0.196*
4	The principal maintains a process of planning according to allocated resources and monitors implementation of plans accordingly.	0.359**	-0.225*	0.187
5	The principal expresses her appreciation (positively) for and criticizes (negatively) the work of the staff.	0.385**	-0.201*	0.179
6	The principal emphasizes academic achievements and works toward the growth of the number of students who can get their technological "Bagrut" certificate	0.379**	-0.149	0.187
7	The principal employs every available resource to "sell" the school in town and out of it.	0.374**	-0.090	0.213*
8	The principal sets an example in her dedication to work.	0.260**	-0.083	0.140
9	The principal sets an example in her behaviour.	0.356**	-0.212*	0.198*
10	The principal is caring and sensitive	0.391**	-0.382**	0.217*
11	The principal allows autonomy in decision making to those who are in charge of teams.	0.326**	-0.335**	0.121
12	The principal rewards staff members on meeting deadlines.	0.282**	-0.131	0.096
13	The principal sets goals and objectives, which are challenging and significant to the staff.	0.274**	-0.085	0.085
14	The principal believes that all staff members have great potential	0.305**	-0.158	0.164
15	The principal works hard at developing the professional skills of staff members	0.302**	-0.146	0.111
16	The principal cares for educational and academic initiatives	0.306**	-0.129	0.217*
17	The principal leads changes in the pedagogical, social and achievements domains	0.224*	-0.125	0.068
18	The principal draws conclusions from feedbacks	0.156	-0.066	0.002

The table reveals that in most cases attitudes towards the male principal are influenced by the teacher's age and seniority. Older teachers who have more seniority in the system have more positive attitudes to the principal. The attitudes towards the principal are influenced by the by the teacher's education. The more educated the teacher, the more reserved the attitude.